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ABSTRACT

This curriculum guide is designed as a resource for marketing education teachers in planning and teaching a course on sales fundamentals for students in grades 10-12 who are interested in a sales career. Internships, simulations, and co-op experiences may be used to expand practical application of the course. The student course objectives are to (1) make realistic decisions about their future in a sales career; (2) increase their sales competence through classroom instruction, individual projects, and other occupational experiences; (3) develop initiative and other desirable traits necessary to become a successful salesperson, and (4) develop their desire to further their education in their chosen marketing field. This guide consists of the following units of instruction: (1) Overview of Sales Fundamentals; (2) Free Enterprise/Economics; (3) The Customer and the Merchandise; (4) Steps of a Sale; (5) Sales Supporting Activities; and (6) Career Planning. Each unit of instruction consists of the following sections: a table of contents; the competency goal statement and competency objectives; a content/teaching outline; student activities; evaluation measures; a key to the test items; and references. (NLL)

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Sales Fundamentals Guide

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Marketing Education
Division of Vocational Education
North Carolina Department of Public Instruction

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1989

PREFACE

BACKGROUND

In 1987 the Program of Studies was revised with Sales Fundamentals identified as a Marketing Education course to be offered in grades ten through twelve. This curriculum guide was developed to be used as a resource in planning and teaching the course.

COURSE DESCRIPTION

Sales Fundamentals is designed for students who are interested in a sales career. Internships, simulations, and co-op experiences may be used to expand practical application of the course content.

COURSE OBJECTIVES

The broad objectives for students enrolled in Sales Fundamentals are to:

A. Make realistic decisions about their future in a sales career.
B. Increase their sales competence through classroom instruction, individual projects and other occupational experiences.
C. Develop initiative and other desirable traits necessary to become a successful salesperson.
D. Develop their desire to further their education in their chosen marketing field.

GUIDE CONTENT/ORGANIZATION

This Sales Fundamentals guide consists of the following units of instruction:

A. Overview of Sales Fundamentals
B. Free Enterprise/Economics
C. The Customer and the Merchandise
D. Steps of A Sale
E. Sales Supporting Activities
F. Career Planning

These units were written for the course to be offered for a year. If the course is offered for only one semester, it is recommended that each unit be included, and the number of student activities used be reduced.

Each unit consists of the following sections:

* A table of contents
* The competency goal statement and competency objectives
* Student Activities (SA)
* Evaluation measures (CTIB)
* A key to the test items
* References (PR)

To the right of the outline are planning notes, indicating when the above items should be used, with space to add additional notes or references.

It is recommended that the introduction unit of the Marketing guide be used to begin the year or semester.

PURPOSE

Personal selling is needed to market all types of products and services, thus selling careers are vital to our market economy. Sales careers continue to top the charts for future opportunities. According to the ***Workforce 2000*** , marketing and sales occupations will have a growth rate of 39 percent between 1984 and 2000. To assist in supplying this labor demand with qualified employees, sales training is essential. This guide will provide initial sales fundamentals training to secondary education students.

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Horace Robertson
Chief Consultant
Marketing Education

Becky Watkins
Consultant
Marketing Education

COMPETENCY OBJECTIVES

1.01 Explain the purpose and importance of selling.
1.02 Analyze the nature of effective communication.
1.03 Analyze the nature of staff communication.
1.04 Develop personality traits important to business.
1.05 Recognize the nature of customer/client relations.
1.06 Evaluate the buying/selling process.
2.01 Describe the concept of economics and economic activities.
2.02 Explain the concept of economic goods and services.
2.03 Explain the concept of scarcity.
2.04 Explain the concept of economic resources.
2.05 Explain the concept of economic supply and demand.
2.06 Identify the concept of economic utility.
2.07 Explain the concept of economic price.
2.08 Describe the concept of economic productivity.
2.09 Explain the concept of economic division/specialization of labor.
2.10 Identify the types of economic systems.
2.11 Explain the relationship of government and business.
2.12 Explain the concept of private enterprise and business ownership.
2.13 Explain the concept of profit.
2.14 Explain the concept of risk.
2.15 Explain the concept of competition.
2.16 Explain the concept of Gross National Product.
2.17 Explain the concept of business cycles.
3.01 Address needs of individual personalities/moods.
3.02 Explain customer buying decisions.
3.03 Use buying motives as basis of sales presentation.
3.04 Recognize types/sources of merchandise information needed.
3.05 Utilize merchandise information as basis of sales presentation.
3.06 Explain key factors in building a clientele.
4.01 Open the sales presentation.
4.02 Question/Probe for information.
4.03 Use feature/benefit selling.
4.04 Demonstrate the product.
4.05 Handle customer/client objections.
4.06 Close the sale.
4.07 Use suggestion selling.
4.08 Wrap/Package product.
4.09 Explain follow-up techniques.
5.01 Identify different types of sales forms and transactions.
5.02 Demonstrate/explain how to operate each register/P.O.S. terminal.
5.03 Explain how to use the various methods of customer payments.
5.04 Describe how to inspect for counterfeit/fraudulent payments.
5.05 Identify routine security procedures.

5.06 Explain how to use safety precautions.
5.07 Explain procedures for handling accidents.
5.08 Describe the nature of inventory control systems.
5.09 Explain how to organize a stock count.
5.10 Describe functions of store maintenance.
5.11 Demonstrate how to assemble, maintain, and dismantle displays.
5.12 Recognize common types of displays.
5.13 Explain how to process telephone orders.
6.01 Analyze the concept of self-understanding.
6.02 Develop personal goals.
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6.04 Prepare for and complete a job interview.

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COMPETENCIES

OVERVIEW OF SALES FUNDAMENTALS

COMPETENCY GOAL 1: The learner will identify the fundamentals of selling.

COMPETENCY OBJECTIVES

1.01 Explain the purpose and importance of selling.

1.02 Analyze the nature of effective communication.

1.03 Analyze the nature of staff communication.

1.04 Develop personality traits important to business.

1.05 Recognize the nature of customer/client relations.

1.06 Evaluate the buying/selling process.

CONTENT/TEACHING OUTLINE

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2. Helping the customer make a wise buying decision	
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c. Ideas	
4. Screens	
a. Attitudes	
b. Emotions	

c. Nonverbal Clues	
d. Role expectations	
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2. Products/services offered
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   b. Price
   c. Quality
3. Goodwill
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   b. Welcome customer
2. Interest
   a. Find out what the customer feels is important
   b. Ask questions
3. Desire
   a. Demonstrate features of product or service
   b. Stress buyer benefits
4. Conviction
   a. Look for positive responses to questions
   b. Watch nonverbal communication
5. Action
   a. Ask customer to purchase product or service
   b. Suggest additional items

B. The Selling Process — SA-59; SA-60
1. The approach
   a. Greet customer with a friendly hello
   b. Gain the customer's confidence
   c. Direct customer's attention
2. Determine the customer's needs and wants
   a. Ask questions
   b. Listen to the customer's answers
   c. Observe the customer's reactions
   d. Select limited number of products for sales presentation
   e. Analyze the customer's responses and comments

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3. Make a feature-benefit presentation	SA-61
a. Translate product features into buyer's benefits	
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c. Ask customer to purchase suggested items	
d. Reassure customer that they made a wise buying decision	
e. Thank customer and invite them to return	CTIB 001-1.06-01-02

STUDENT ACTIVITIES

OVERVIEW OF SALES FUNDAMENTALS

Show slide/tape presentation "Retail Salesmanship" (AV-1). SA-1

In ***Selling Helping Customers Buy*** (PR-1), read pages 3-10. Complete Activity A on page 11. SA-2

In ***Selling Principles & Practices*** (PR-2), read pages 3-13. Complete "Do Doctors Sell" on pages 14-15. SA-3

Ask students to identify people or businesses in their community involved in: SA-4

1. The production/manufacturing phase of our economy
2. The marketing phase of our economy
3. The consumption phase of our economy

Have a class discussion concerning the following questions: SA-5

1. Why is selling important to our economy?
2. How does selling create jobs in our community?
3. Why is selling important to the business in our community?
4. How can selling result in the development of new products?

Invite a representative form your local Chamber of Commerce to your class. Topics to discuss may include: SA-6

1. The total retail and wholesale dollar volume sales in community during the previous year.
2. The importance of those sales to the community.
3. The total number of people employed in retail and wholesale sales positions in the community.
4. The total dollar salaries paid to all of these salespeople.

Show slide/tape presentation "Communications: Essential to Success" (AV-2). SA-7

In ***Business Principles and Management*** (PR-4), read pages 350-354. SA-8

In ***Retail Marketing For Employees, Managers, and Entrepreneurs*** (PR-5), read pages 173-176. SA-9

Have a class discussion on the following: SA-10

1. Can an emotion such as anger in your voice block the message from the sender to the receiver?
2. Can speaking to someone who you do not feel is in authority cause a problem in the communication process?
3. Can your "attitude" that you do not trust car salesmen place a barrier that may cause a breakdown in communication?

4. Can a positive attitude help cut through all of these barriers?
5. Can nonverbal clues such as looking away when someone is talking to you cause a breakdown in the communication process?
6. Can the communication process be complete if the sender does not receive any feedback?

In ***Selling Principles & Practices*** (PR-2), read pages 74-82. Complete "Give 'em the Work" on page 91. SA-11

In ***Retailing Principles and Practices*** (PR-7), read pages 98-104. SA-12

To demonstrate the importance of effective communication, have students get into teams of two and sit back-to-back. Both students should have identical objects (blocks, puzzles, or pen and paper). One student should be instructed to create something. Next, that student will give instructions to the second student on how to create the same thing. The second student is not allowed to ask questions. The second student will not be able to create the project as instructed. At this time, point out to the students that there has been a breakdown in the communication process (no feedback and no nonverbal communication). Repeat this activity but the second student may now ask questions. The second student should come closer this time. Stress that feedback improved the communication process. SA-13

Have students pass around (from ear-to-ear) a sentence or a phrase. It is interesting to see how it comes out when the last person hears it. Stress how communication can break down in business when a message passes through several people. SA-14

Examples:

1. I went to the store for my mother.
2. Three tough tops on thirty thousand thermos bottles turned topsy-turvy.
3. Fred fed Ted breakfast, and Ted said thanks Fred.

For someone to receive your message, they must be sable to understand it. Good pronunciation habits will enable you to be a better communicator. Listed below are examples of poor pronunciation. SA-15

Correct	Incorrect
What did you have in mind?	Wadjuhavnmind?
Where did you see it?	Werjasit?
When will you know?	Wunukno?
Would you like it sent?	Jalikitsent?
It's a good brand.	Sajudbran.

In ***Student Activity Guide for Selling Principles and Practices*** (PR-6), complete "Human Relations in Selling" on page 25. SA-16

Ask students if they understand the following "trade jargon" sentences. SA-17

1. Call me if you have a problem getting the "bugs" out of the system. (Computer language for an error in the program).
2. Did you sell any "rags" today? (Clothing sales language for dresses).
3. That sure is a "dog!" (Retail language for slow-moving merchandise).
4. This "software" will increase my production. (Computer language for a computer program).

List several words on the board and ask students how many different meanings they can think of for each word. Point out that the receiver may not always understand "our" meaning and this can cause a breakdown in communication. (You can use a dictionary to point out all of the different definitions of each word). Examples: set, play run, drive, low, hot, and best. SA-18

Read the following statements to the class and have them point out any grammatical errors. SA-19

1. We don't got none of those blue shoes in stock.
2. Me and him went to the movies.
3. Our team works harder than them.
4. We ain't going to do it no more.
5. I is going to the store.

Show slide/tape presentation "Nonverbal Communication" (AV-3). SA-20

In ***Retail Marketing for Employees, Managers, and Entrepreneurs*** (PR-5), read pages 178-180. SA-21

(1) As you are talking to your class about non-verbal communication, stand within 12 inches of a student. Do not make eye contact with the student and continue to talk for several minutes. Stop your discussion and ask the student how he/she felt when you stood that close. (Most people would feel uncomfortable.) Point out that violating someone's personal space is one of the best ways to quickly cut off communication. (2) Ask students why the back of a classroom or auditorium fills up first? The public zone is 12-50 feet. SA-22

Review several magazines and choose several pictures of people dressed in many different ways. have the students examine each picture. Let the students tell you about the person in the picture by the way they project themselves nonverbally. Notice the "objects" they are wearing or their surroundings. Talk about their hair style, make-up and clothing. What are they saying without speaking? SA-23

Demonstrate several nonverbal gestures to your class. Have the students evaluate each one to see if they receive your message. SA-24

Examples:

Frown	Negative
Smile	Positive
Point a finger at a person	Negative
Open arms (palms showing)	Positive
Crossed arms	Negative
Eye contact	Positive
No eye contact	Negative
Crossed legs	Negative

In ***Retail Marketing For Employees, Manager and Entrepreneurs*** (PR-5), read pages 176-178. SA-25

In ***Selling Principles and Practices*** (PR-2), read pages 83-85. SA-26

Have students complete the Listening Survey on page A-15 & A-16. SA-27

In ***Selling Principles and Practices*** (PR-2), read pages 92-110. Complete "A Complainer" on page 111. SA-28

Draft a formal business letter based on the following facts: SA-29

1. Letter is being sent to Mr. Jonathan Jones, Buyer, Jones Sporting Goods, 3467 Simpson Street, Jeffersonville, Indiana 47130.
2. You are sending him a brochure and swatches for your line of Aspen Ski Apparel.
3. Stress the following facts:
   a. Down-filled for extra warmth
   b. Fashion colors
   c. Matching accessories
   d. Aspen Ski Apparel is a well-known brand name
   e. Advertising campaign planned in Sports Illustrated and Ski magazines
4. Sales representative will be in town on June 19 and will call to set up an appointment
5. Letter is sent by Larry Montague, Sales Representative for Aspen Ski Apparel

In ***Student Activity Guide for Selling Principles and Practices*** (PR-6), complete "Human Relations in Selling" on page 31. SA-30

In ***Business Principles and Management*** (PR-4), read pages 475-482. Complete Problems and Projects #2 on page 484. SA-31

In ***Retail Marketing for Employees Managers and Entrepreneurs*** (PR-5), read pages 180-182. SA-32

Draw an organization chart based on the following facts: SA-33

1. The owner/manager of the business is J. R. Montague.
2. The business, Montague's Classic Clothing, carries both men's and ladies quality apparel.
3. The business consists of four major departments: ladies' clothing, men's clothing, the advertising department, and the receiving department.
4. Mary Beth Jones is the buyer for the ladies' department. Mrs. Jones has three assistant buyers, Mrs. Ruth Hodges, Mrs. Annette Holbrook, and Ms. Sara Phillips.
5. Mrs. Jack Speers is the buyer for the men's department. Mr. Speers supervises two assistant buyers, Mrs. Ralph Shell and Mr. Keith Leonard.
6. Mary Butler is the Advertising Director. Mrs. Butler supervises two employees, Mrs. Karen Shelley is the illustrator and Ms. Lauren Rae is the copywriter.
7. Mr. Bobby Franks is the receiving room supervisor. Mr. Franks supervises four employees, Mr. Ray Smith and Mr. Jerry Hendricks, who are responsible for marking all merchandise. Mrs. Tracey Mays and Mrs. Mildred Tatlock are responsible for all invoices.

Have a class discussion on informal forms of communication—"The Grapevine." SA-34

1. Ask students if their place of employment has a "grapevine."
2. If so, is it a reliable form of communications?
3. Do the students believe an employer should depend upon the "grapevine"?

In ***Selling Principles and Practices*** (PR-2), read pages 51-71. Complete "Bob Ellsworth's Personality Problems" on pages 72-73. SA-35

In ***Retail Marketing for Employees, Managers and Entrepreneurs*** (PR-5), read pages 167-170. SA-36

In ***Selling Helping Customers Buy*** (PR-1), read pages 16-22 and complete sales activity D on page 29. SA-37

Complete ***Human Relations LAP 10*** (PR-8). SA-38

Complete Personality Evaluation on page A-17 & A-18. SA-39

Complete ***Human Relations LAP 11*** (PR-8). SA-40

In ***Quality Customer Service*** (PR-10, take attitude survey on page 15. SA-41

Complete ***Human Relations LAP 20*** (PR-8). SA-42

Complete ***Human Relations LAP 5*** (PR-8). SA-43

Complete ***Human Relations LAP 14*** (PR-8). SA-44

Complete ***Human Relations LAP 15*** (PR-8). SA-45

Complete ***Human Relations LAP 19*** (PR-8). SA-46

Complete ***Human Relations LAP 16*** (PR-8). SA-47

Complete ***Human Relations LAP 17*** (PR-8). SA-48

Complete ***Human Relations LAP 18*** (PR-8). SA-49

Complete ***Human Relations LAP 12*** (PR-8). SA-50

Complete ***Human Relations LAP 3*** (PR-8). SA-51

Complete ***Human Relations LAP 4*** (PR-8). SA-52

In ***Retail Marketing for Employees, Managers and Entrepreneurs*** (PR-5), read pages 184-188. Complete Marketing Cases 1 and 2 on pages 202-203. SA-53

Choose two retail establishments in your town and have the students survey several people as to why they do or do not shop there. Compile the results to determine if these businesses are meeting their customers needs. SA-54

Complete ***Human Relations LAP 21*** (PR-8). SA-55

In ***Selling Helping Customers Buy*** (PR-1), read pages 30-39. Complete Sales Activity B on page 48. SA-56

In ***Sales Training Manual Selling Helping Customers Buy*** (PR-9), complete buying process activity on page 13. SA-57

Have students discuss how they went through the steps of the buying process during a recent purchase of their own. SA-58

In ***Selling Helping Customers Buy*** (PR-1), read pages 40-47. SA-59

Instruct students to select a product that they have purchased in the past. Have the students relate the buying process they followed with the steps of the the sale the salesperson followed. SA-60

Selling Process	Buying Process
Approach	"A briefcase or luggage is an excellent graduation present."

In ***Sales Training Manual Selling Helping Customers Buy*** (PR-10), complete activity on page 15. SA-61

In ***Sales Training Manual Selling Helping Customers Buy*** (PR-10), complete activity on page 16. SA-62

LISTENING SURVEY

One of the most important parts of communication is listening. Poor listening habits are usually the cause of communication problems. Rate your listening habits on the scale below by circling one of the numbers (1-5) after each item.

	Usually	Often	Some-times	Not Usually	Hardly Ever
After only a short period of listening, I start thinking about what I'm going to say next.	1	2	3	4	5
If I don't like the person, I don't really listen to what she/he is saying.	1	2	3	4	5
I interrupt others before they are finished talking.	1	2	3	4	5
I fake attention.	1	2	3	4	5
I talk mostly about myself.	1	2	3	4	5
I ask questions.	5	4	3	2	1
I give other people a chance to talk.	5	4	3	2	1
I try to see things from the other person's point of view.	5	4	3	2	1
I maintain good eye contact when listening.	5	4	3	2	1
I get so busy taking notes, that I miss some of what is said.	1	2	3	4	5
I get distracted easily.	1	2	3	4	5
I let my mind wander or I daydream when someone is talking.	1	2	3	4	5

ADD THE CIRCLED NUMBERS TO GET YOUR SCORE: _____

45-60	You are a good listener, and probably make few mistakes at work/school. More than likely people enjoy talking to you and being with you.
31-44	You need to improve your listening skills. This will also improve your work/school performance.
12-30	You are a poor listener. You have probably lost some friends or made mistakes at work/ school because of your poor listening habits.

PERSONALITY EVALUATION

The 18 personality traits listed below are important to developing a pleasing personality. Rate yourself on each trait using a five-point scale with five being the highest rating and one the lowest. Add your individual ratings together and record that total in the space provided.

Personality Trait	Excellent 5 pts.	Good 4 pts.	Average 3pts.	Poor 2 pts.	Very Poor 1 pt.
Intelligence					
Attitude					
Enthusiasm					
Dependability					
Initiative					
Creativity					
Honesty					
Assertiveness					
Loyalty					
Poise					
Tact					
Cooperation					
Sense of Humor					
Punctuality					
Empathy					
Self-Control					
Confidence					
Consideration					

TOTAL SCORE _____

Compare your total to the scores listed below. Can you be a successful salesperson?

Total Score	Description
1-25	You are in serious trouble
26-40	Your personality needs work
41-60	You show potential
61-80	You have a pleasing personality
81-90	You are a sure success

1. List all of the traits you rated average or below average.

2. Describe how you would like to improve the traits listed above to become a more effective salesperson.

3. Ask another person (your employer or someone who knows you well) to evaluate your personality based on the same chart.

EVALUATION MEASURES

OVERVIEW OF SALES FUNDAMENTALS

COMPETENCY GOAL 1: The learner will identify the fundamentals of selling.

COMPETENCY OBJECTIVE 1.01: Explain the purpose and importance of selling.

TEST ITEM 001-1.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following incomplete sentences. Determine which statement is most appropriate to complete the statement. Record the letter of the correct response in the space provided.

_____1. A salesperson's most important function is to ....
a. Sell as much merchandise as possible.
b. Keep the store appearance neat and orderly.
c. Assist the customer in making a wise buying decision.
d. Keep the store's shelves stocked.

_____2. Salespeople can best assist their customers by ....
a. Showing the customer as much merchandise as possible.
b. Referring customer objections to the manager.
c. Only talking to customers when they ask you a question.
d. Asking questions to determine the customers' needs and wants.

_____3. As a salesperson it is your job to make sure your customers purchase products or services that ....
a. Cost the least.
b. Will benefit them the most.
c. Have the most features.
d. Will offer you the chance for suggesting related items.

_____4. In our society selling ....
a. Creates and maintains employment.
b. Assists in maintaining a high standard of living.
c. Satisfies the customer's needs and wants.
d. All of the above.

_____5. An example of an intangible product is ....
a. An insurance policy.
b. Clothing.
c. An automobile.
d. Furniture.

TEST ITEM 001-1.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Indicate the statements that stress the importance of selling by placing an X in the space provided.

_____1. Selling activities create new jobs.

_____2. Selling activities raise prices.

_____3. Selling activities create demand for more products.

_____4. Selling activities create higher inflation rates.

_____5. Selling activities raise the standard of living.

COMPETENCY OBJECTIVE 1.02: Analyze the nature of effective communication.

TEST ITEM 001-1.02-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space to the left of each statement.

_____1. Business executives spend about two thirds of each workday communicating.

_____2. Hearing is the same as listening.

_____3. Communication can only occur through words.

_____4. When a speaker's verbal and nonverbal clues conflict, the listener will usually believe the verbal clues.

_____5. The use of poor grammar is considered a distraction in the communication process.

_____6. Unfavorable news should be presented in the first paragraph of a letter to a customer.

_____7. The sender's tone of voice can communicate a message.

_____8. The space between the sender and the receiver can be a major factor in whether the message is received.

_____9. Feedback is not necessary to complete the communication process.

_____10. Communication is a one-way process.

_____11. A message must be expressed correctly for it to be received and understood correctly.

_____12. A salesperson's appearance can communicate a message in itself.

_____13. Frowning, slouching, and looking around are negative, non-verbal clues.

_____14. It is not necessary to give immediate feedback to complete the communication process.

TEST ITEM 001-1.02-02

INSTRUCTION TO STUDENTS: Read each of the following incomplete sentences. Determine which word or group of words best completes the sentence. Record the letter of the correct response in the space provided.

_____1. Smiling, frowning and slouching are examples of ....
a. Positive feedback.
b. Nonverbal clues.
c. Role expectation.
d. Reciprocal behavior.

_____2. The most important link in business communication is ....
a. Telephoning.
b. Speaking.
c. Writing.
d. Listening.

_____3. Communication can be improved by ....
a. Giving immediate feedback.
b. Anticipating what is going to be said.
c. Not asking questions.
d. Concentrating on distraction.

_____4. People are poor listeners because ....
a. People think faster than they talk.
b. People are planning a reply while the speaker is still speaking.
c. Of emotions and attitudes
d. All of the above.

_____5. The formal zone for communicating is ....
a. 1-3 feet.
b. 4-7 feet.
c. 7-12 feet.
d. 12-25 feet.

COMPETENCY OBJECTIVE 1.03: Analyze the nature of staff communications.

TEST ITEM 001-1.03-01

INSTRUCTIONS TO STUDENTS: Develop an organization chart based on the following information:

1. Hancock's Department Store is owned by the General Manager, John Hancock.
2. Assistant Managers are Robert Dyson and Micky Adams. Jane Spry is the Personnel Manager.
3. Mr. Dyson supervises the Ladies, Men's and Children's departments. Mr. Adams supervises the Advertising and Receiving departments.
4. Mary Jones is the buyer for the Ladies Department. Ms. Jones has 2 assistant buyers who are Karen Spears and Lauren Hardy. Ms. Speers and Ms. Hardy supervise 4 full time salespeople.
5. Jack Leonard is the Men's buyer. Mr. Leonard has 1 assistant buyer, James Shell. Mr. Shell supervises 2 full-time salespeople.
6. Mary Alice is the Children's buyer. Jerry Rae and Keith Shelley are the assistant buyers. The children's department has 3 full-time salespeople.
7. John Jones is the Advertising Director. Joann Franks is the Display Manager and supervises Cindy White who is the Display Assistant.
8. Andy Johnson is the Receiving Room Manager. cindy Rouse works with the invoices and Bill Pittman supervises 4 merchandise markers.

TEST ITEM 001-1.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the space provided.

_____1. Communications via grapevine do not follow the lines of an organizational chart.

_____2. Organizational charts do not show the flow of authority.

_____3. An organizational chart shows the line of potential promotion.

_____4. An organization chart indicates the employees' area of responsibility.

_____5. Formal communication is often referred to as "the grapevine."

COMPETENCY OBJECTIVE 1.04: Develop personality traits important to business.

TEST ITEM 001-1.04-01

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions:

Mary Smith is an employee at Mullin's Department Store. She often has a problem getting up in the morning and usually is 10-20 minutes late clocking in. Mary's grooming often leaves a lot to be desired as she is rushed and does not feel good about herself throughout the day. These feelings often show through when she is dealing with customers.

1. Does Mary have self-confidence? How do you know?
2. Is Mary dependable? How do you know?
3. Is Mary reflecting a positive image for Mullin's Department Store? How do you know?
4. What can Mary do to become a more effective salesperson?

TEST ITEM 001-1.04-02

INSTRUCTIONS TO STUDENTS: Read each of the following incomplete sentences. Determine which statement is most appropriate to complete the sentence. Record the letter of the correct response in the space provided.

_____ 1. In business, orderly and systematic behavior is considered to be ....
   a. Desirable.
   b. Essential.
   c. Undesirable.
   d. Unnecessary.

_____2. Being responsible has to do with fulfilling your ....
   a. Desires.
   b. Needs.
   c. Obligations.
   d. Weaknesses.

_____3. If you have a positive attitude, you can be called a(n) ....
   a. Defeatist.
   b. Egotist.
   c. Optimist.
   d. Pessimist.

_____4. When your self-esteem is high, you usually believe that you are a(n) _____ person.
a. Aggressive
b. Unimportant.
c. Valuable.
d. Witty.

_____5. A person who is willing to act without having to be told to do so is said to possess the trait of ....
a. Empathy.
b. Initiative.
c. Selfishness.
d. Tact.

_____6. The ability to generate unique ideas, approaches, and solutions is called ....
a. Creativity.
b. Determination.
c. Integrity.
d. Interest.

_____7. A person who does not take advantage of others and does not allow others to take advantage of her/him is behaving ....
a. Aggressively
b. Assertively
c. Hostility
d. Passively

_____8. If you are able to identify intellectually with the thoughts, feelings, values, attitudes, and/or actions of another person, you are said to possess the trait of ....
a. Assertiveness.
b. Empathy.
c. Enthusiasm.
d. Integrity.

_____9. Enthusiastic behavior is a good indicator of ....
a. Aggressiveness.
b. Immaturity.
c. Insecurity.
d. Self-confidence.

_____10. The ability to direct the course of your own behavior is called ....
a. Aggressiveness.
b. Leadership.
c. Self-control.
d. Self-esteem.

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COMPETENCY OBJECTIVE 1.05: Recognize the nature of customer/client relations.

TEST ITEM 001-1.05-01

INSTRUCTION TO STUDENTS: Read each of the following incomplete sentences. Determine which statement is most appropriate to complete the sentence. Record the letter of the correct response in the space provided.

_____1. Customers buy and continue to buy from a business because of ....
a. Goodwill.
b. Price.
c. Quality.
d. All of the above.

_____2. The positive feelings people get when shopping at a particular business is ....
a. Goodwill.
b. Irrelevant.
c. Primary effect.
d. Satisfaction of spending money.

_____3. The single largest reason that customers stop shopping at a particular store is ....
a. Salesperson's lack of knowledge.
b. Lack of warranty services.
c. Indifference on part of store personnel.
d. Delivery problems.

_____4. The most important stage of spoken communication with the customer is the ....
a. During the conversation.
b. The greeting/approval.
c. During the closing of the sale.
d. While pointing out the features of the product.

_____5. The best way to deal with a difficult customer is to ....
a. Out-argue them.
b. Avoid this customer.
c. Listen carefully to the complaint.
d. Refer the customer to the manager.

TEST ITEM 001-1.05-02

INSTRUCTION TO STUDENTS: What is goodwill? List 4 examples of how goodwill is developed in a business.

COMPETENCY OBJECTIVE 1.06: Evaluate the buying/selling process.

TEST ITEM 001-1.06-01

INSTRUCTIONS TO STUDENTS: List the five stages of the buying process. Identify selling techniques that may be used to lead a customer through the mental stages of the buying process.

TEST ITEM 001-1.06-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Write the correct response (true or false) in the space provided.

_____1. Selling is approximately 10 percent preparation and 90 percent presentation.

_____2. Customer interest in a product or service may be determined by asking questions.

_____3. Customer action is obtained by asking the customer to purchase the product or service.

_____4. Customer desire may be created by showing how the product or service will benefit the customer.

_____5. Customer conviction can be developed by a positive approach.

KEY TO TEST ITEMS
OVERVIEW OF SALES FUNDAMENTALS

001-1.01-01
1. c
2. d
3. b
4. d
5. a

001-1.02-01
1. True
2. False
3. False
4. False
5. True
6. False
7. True
8. True
9. False
10. False
11. True
12. True
13. True
14. False

001-1.01-02
1,3,5

001-1.02-02
1. b
2. d
3. a
4. d
5. c

001-1.03-01
See last page of Key.

001-1.03-02
1. True
2. False
3. True
4. True
5. False

001-1.04-01
1. No. If she did, she would spend more time on her appearance and her performance on the job.
2. No. She is usually 10-20 minutes late.
3. No. She does not look professional and is not prepared to work with the public.
4. a. Set her alarm to get up earlier.
   b. Set our her clothing the night before.
   c. Care more about the way she projects herself as a salesperson.

001-1.04-02
1. b
2. c
3. c
4. c
5. b
6. a
7. b
8. b
9. d
10. c

001-1.05-01
1. d
2. a
3. c
4. b
5. c

001-1.05-02
Goodwill is the positive feeling that people have toward a particular business. The feeling that the customer is valued.

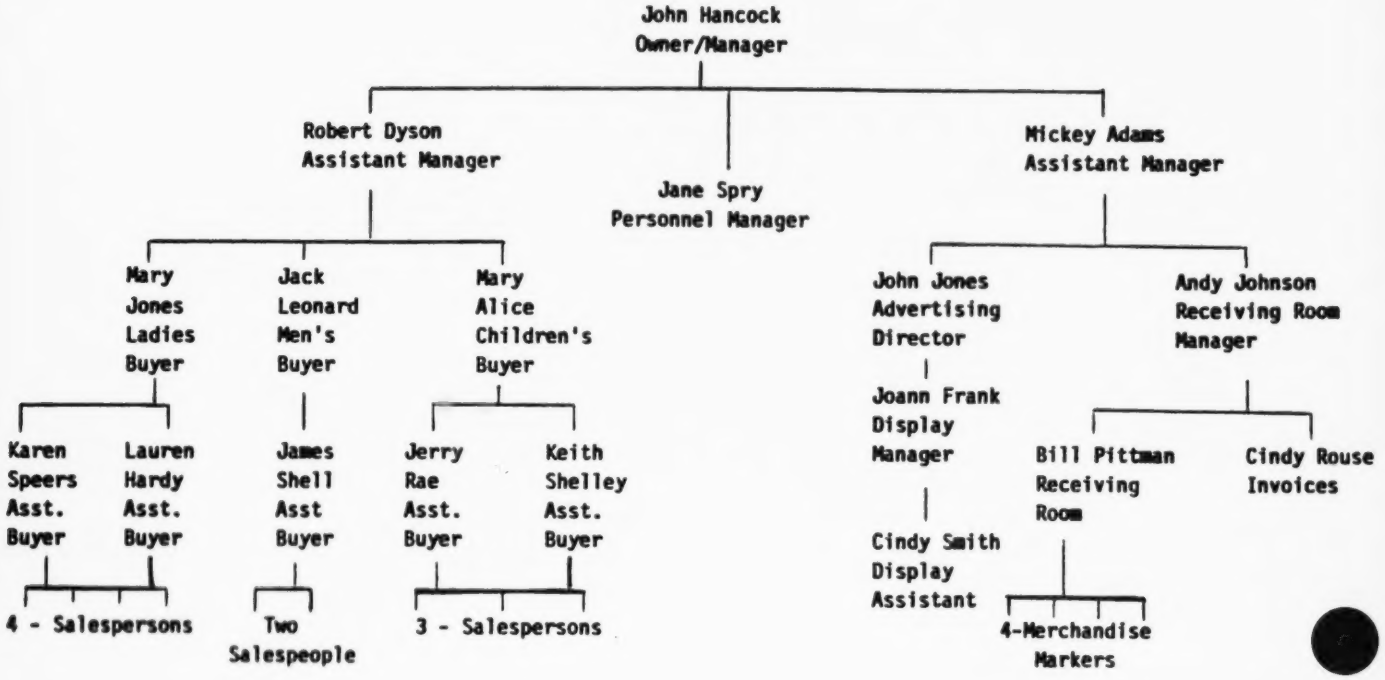
Goodwill is developed by
   a. Cheerful and helpful employees.
   b. Sponsoring teams in the community.
   c. Offering creativity to a customer.
   d. Knowing the customer by name.
   e. Store employees involved in community organizations.
   f. Store donations.

001-1.06-01
1. Attention--Approach the customer.
2. Interest—Ask questions to determine customer's needs and wants.
3. Desire—Show how features will benefit the customer.
4. Conviction—State additional benefits to customer; review major buyer benefits; watch the customer's buying signals.
5. Action—Ask customer to purchase product/service.

001-1.06-02
1. False
2. True
3. True
4. True
5. False

TEST ITEM: 001-103-01

HANCOCK'S DEPARTMENT STORE



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NonVerbal Communication , D. E. Visuals, 3595 N.W. 83rd Avenue, Sunrise Florida 33321. (Cost $105.00). AV-3

TABLE OF CONTENTS
FOR
FREE ENTERPRISE/ECONOMICS

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COMPETENCIES
FREE ENTERPRISE/ECONOMICS

COMPETENCY GOAL 2: The learner will understand the basic concepts of free enterprise/ economics.

COMPETENCY OBJECTIVES

2.01 Describe the concept of economics and economic activities.

2.02 Explain the concept of economic goods and services.

2.03 Explain the concept of scarcity.

2.04 Explain the concept of economic resources.

2.05 Explain the concept of economic supply and demand.

2.06 Identify the concept of economic utility.

2.07 Explain the concept of economic price.

2.08 Describe the concept of economic productivity.

2.09 Explain the concept of economic division/specialization of labor.

2.10 Identify the types of economic systems.

2.11 Explain the relationship of government and business.

2.12 Explain the concept of private enterprise and business ownership.

2.13 Explain the concept of profit.

2.14 Explain the concept of risk.

2.15 Explain the concept of competition.

2.16 Explain the concept of Gross National Product.

2.17 Explain the concept of business cycles.

CONTENT/TEACHING OUTLINE
FREE ENTERPRISE/ECONOMICS

	PLANNING NOTES
I. Basic Economic Concepts	
A. Economics Defined	
B. Situations that Represent Economic Activities	SA-1; SA-2; SA-3
1. Consumption	
2. Production	
3. Exchange	
4. Distribution	CTIB 002-2.01-01-02
C. Economic Goods and Services	
1. Defined	SA-4; SA-5
2. Wants and Needs Defined	
3. Consumer Goods and Services	
4. Capital Goods and Services	CTIB 002-2.02-01-02
D. Scarcity PR-1 (pages 23-25)	
1. Defined	
2. Scarcity and limited resources	SA-6
3. Scarcity and prices	
4. Scarcity and unlimited wants	
5. Opportunity costs	CTIB 002-2.03-01-02
E. Economic Resources	
1. Importance of economic resources	
2. Types of economic resources	SA-7; SA-8
a. Land	
b. Labor	
c. Capital	
d. Management	CTIB 002-2.04-01-02
F. Supply and Demand	PR-1 (pages 58-76)
1. Law of supply defined	
2. Law of demand defined	SA-9
3. Law of supply and demand	
4. Elasticity defined	
a. Elastic demand	
b. Inelastic demand	CTIB 002-2.05-01-02
G. Economic Utility	PR-2 (pages 39-41)
1. Defined	
2. Types of economic utility	
a. Form	
b. Place	
c. Time	
d. Possession	SA-10; CTIB 002-2.06-01-02

H. Economic Price
   1. Defined
   2. Prices reflect opportunity cost
   3. Prices serve as signals for business/consumers — SA-11; SA-12
   4. Prices influence decisions
      a. What to produce
      b. How to produce
      c. For whom to produce — CTIB 002-2.07-01-02

I. Economic Productivity
   1. Defined
   2. What determines how productive we are
      a. Quality of the labor
      b. Quality of technology and capital equipment — SA-13
      c. Effectiveness with which we use resources — CTIB 002-2.08-01-02

J. Economic Division/Specialization of Labor — PR-1 (pages 141-155)
   1. Division of labor defined — SA-14; SA-15
   2. Labor specialization defined
      a. Advantages
      b. Disadvantages — CTIB 002-2.09-01-02

II. Economic Systems
   A. Types of Economic Systems — PR-1 (pages 6-8)
      1. Free enterprise
      2. Command economy — SA-16
      3. Capitalism
      4. Socialism — CTIB 002-2.10-01-02

   B. Relationship between Government and Business — PR-1 (chapter 10)
      1. Legal framework
      2. Federal agencies
      3. Government regulations — SA-17; SA-18
      4. Property rights
      5. Public welfare
      6. Customer protection — CTIB 002-2.11-01-02

   C. Private Enterprise and Business Ownership — PR-1 (pages 6-8)
      1. Freedom to own property — SA-19; SA-20
      2. Freedom to buy
      3. Freedom to compete
      4. Freedom to produce and sell
      5. Freedom to work — CTIB 002-2.12-01-02

III. Economic Trends and Indicators
   A. Profit
      1. Defined
      2. Reasons for investing in business
      3. Profit motive defined
      4. Factors which determine profit
         a. Income
         b. Expenses
      5. Types of profit
         a. Gross
         b. Net

6. Factors affecting profit
   a. Demand
   b. Expenses
   c. Prices
   d. Economy — SA-21; SA-22
7. Ways to increase profit
   a. Increase worker productivity
   b. Increase sales
   c. Decrease expenses — CTIB 002-2.13-01-02

B. Business Risks
1. Defined
2. Types of risks
   a. Economic
   b. Natural
   c. Human
3. Pure versus speculative risks
4. Ways to deal with risks — SA-23; SA-24
   a. Prevent or control
   b. Transfer
   c. Retain
   d. Avoid — CTIB 002-2.14-01-02

C. Competition
1. Defined
2. Types
   a. Price
   b. Nonprice
3. Monopoly defined
4. Government legislation affecting competition
   a. Sherman Antitrust Act
   b. Clayton Act
   c. Federal Trade Commission Act
   d. Robinson-Patman Act
   e. Celler-Kefauver Antimerger Act — SA-25; SA-26; SA-27
5. Effects of competition on:
   a. Producers
   b. Consumers — CTIB 002-2.15-01-02

D. Gross National Product
1. How gross national product is measured (C + I + F + G)
   a. Personal consumption
   b. Gross private domestic investment
   c. Net exports
   d. Government purchases — SA-28; SA-29
2. Problems in measuring GNP
3. The importance of the continued growth of GNP — CTIB 002-2.16-01-02

E. Business Cycles
1. Defined
2. Phases — SA-30
   a. Prosperity
   b. Crisis
   c. Depression
   d. Recovery — CTIB 002-2.17-01-02

STUDENT ACTIVITIES
FREE ENTERPRISE/ECONOMICS

In PR-3 (***Economics LAP*** , Instructor's Copy), have students complete "Bacchus: The Island with a Problem."	SA-1
In PR-3 (***Economics LAP*** , Instructor's Copy), have students complete "Decisions, Decisions, Decisions."	SA-2
In PR-3 (***Economics LAP*** , Instructor's Copy), have students complete "The Final Truth."	SA-3
In PR-3 (***Economic Goods and Services LAP***, Instructor's Copy), have students complete "Thinking about Products."	SA-4
In PR-3 have students complete ***Economic Goods and Services LAP***.	SA-5
In PR-1 have students read chapter 2 and complete "Building Your Vocabulary," on page 32.	SA-6
In PR-3 (***Economic Resources LAP***, Instructor's Copy), have students complete the crossword puzzle.	SA-7
In PR-3 have students complete ***Economic Resources LAP***.	SA-8
In PR-3 (***Supply and Demand LAP*** , Instructor's Copy), have students complete "Supply and Demand Sentence Completion."	SA-9
In PR-3 have students complete ***Product Utility LAP***.	SA-10
In PR-1 have students read chapter 4 and complete "Expressing Your Opinion," pages 75-76.	SA-11
In PR-1 have students complete one of the activities in "Developing Your Attitudes, Values and Skills," on page 76.	SA-12
In PR-1 have students read pages 102-104.	SA-13
In PR-3 (***Specialization of Labor LAP*** , Instructor's Copy), have students complete the crossword puzzle.	SA-14
In PR-3 (***Specialization of Labor LAP*** , Instructor's Copy), have students complete "What Do You Know."	SA-15
In PR-3 have students complete ***Private Enterprise LAP*** .	SA-16

In PR-3 have students complete ***Government and Business Interactions LAP*** . SA-17

In PR-3 (***Government and Business Interactions LAP***, Instructor's Copy), have students complete "Finish It Off." SA-18

Have students complete the Free Enterprise Essay following National DECA guidelines. SA-19

Have students write an essay comparing the United States and the Soviet Union. SA-20

In PR-3 (***Profit LAP*** , Instructor's Copy), have students complete "Too Much Profit." SA-21

In PR-3 (***Profit LAP*** , Instructor's Copy) have students complete "Profiting from Profit." SA-22

In PR-3 (***Business Risk LAP*** , Instructor's Copy), have students complete "Variety Video." SA-23

In PR-3 (***Business Risk LAP*** , Instructor's Copy), have students complete "Risky Match-up." SA-24

In PR-3 have students complete ***Competition LAP*** . SA-25

In PR-3 (***Competition LAP*** , Instructor's Copy), have students complete "Different Types of Competition." SA-26

In PR-3 (***Competition LAP*** , Instructor's Copy), have students complete "The Plane Game." SA-27

In PR-3 (***GNP LAP*** , Instructor's Copy), have students complete "GNP Classification." SA-28

In PR-3 (***GNP LAP*** , Instructor's Copy), have students complete "Economic Prosperity Comes to Azure." SA-29

In PR-3 have students complete ***Business Cycles LAP*** . SA-30

EVALUATION MEASURES
FREE ENTERPRISE/ECONOMICS

COMPETENCY GOAL 2: The learner will understand the basic concepts of free enterprise.

COMPETENCY OBJECTIVE 2.01: Describe the concept of economics and economic activities.

TEST ITEM 002-2.01-01

INSTRUCTIONS TO STUDENTS: Match the statements in Column A with the appropriate term in column B. Write your answer in the blanks to the left of Column A.

Column A		Column B
_____1.	The study of how to meet unlimited, competing wants with unlimited resources.	a. Consumption b. Distribution c. Economics
_____2.	The use of goods and services by consumers.	d. Exchange e. Production
_____3.	The creation of utility	f. Resources
_____4.	Form of payment for use of resources	
_____5.	The total process of moving, handling, and storing goods on the way from producers to consumers	

TEST ITEM 002-2.01-02

INSTRUCTIONS TO STUDENTS: Determine which of the following are economic or noneconomic activities. Write the letter "E" in the space beside those which are economic activities and "N" beside noneconomic activities.

_____1. Buying clothes for school

_____2. Having a dress dry cleaned

_____3. Sending flowers to a friend

_____4. Taking a test

_____5. Buying an ice cream cone

COMPETENCY OBJECTIVE 2.02: Explain the concept of economic goods and services.

TEST ITEM 002-2.02-01

INSTRUCTIONS TO STUDENTS: Identify each of the following as a good (G) or service (S).

_____1. Car wash job

_____2. Chair

_____3. Watch

_____4. Movie ticket

_____5. Hamburger

_____6. Pencil

_____7. Piano lessons

_____8. Hat

_____9. Dry cleaning

_____10. Ice cream cone

TEST ITEM 002-2.02-02

INSTRUCTIONS TO STUDENTS: Read the statements below and determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Consumer goods or services are purchased by individual customers for personal use.

_____2. Economic goods are intangible objects.

_____3. Consumers cast their economic votes by the goods and services that they purchase.

_____4. Economic services are intangible and satisfy wants and needs.

_____5. Food, shelter, and clothing are considered primary needs.

COMPETENCY OBJECTIVE 2.03: Explain the concept of scarcity.

TEST ITEM 002-2.03-01

INSTRUCTIONS TO STUDENTS: Match the statements in Column A with the appropriate term in Column B. Record your answers in the blanks to the left of Column A.

Column A	Column B
_____1. Giving up one thing in order to obtain some thing more desirable.	a. Economics b. Goods c. Opportunity cost d. Trade-off e. Scarcity f. Services
_____2. The result from unlimited wants and limited resources.	
_____3. The study of how to meet unlimited, competing wants and limited resources.	
_____4. The amount of goods and services that must be given up in order to obtain other goods.	
_____5. Tangible items that you can see	

TEST ITEM 002-2.03-02

INSTRUCTIONS TO STUDENTS: Identify the correct answer to each of the following. Place the letter of the correct answer in the blank to the left of the number.

_____1. Giving up one thing in order to obtain something more desirable
a. Economic want
b. Opportunity cost
c. Trade-off
d. Economic need

_____2. The condition resulting from unlimited wants and limited resources
a. Opportunity cost
b. Scarcity
c. Economics
d. Trade-off

_____3. Jane had only $30.00 to spend and could not decide whether to buy a new pair of slacks or to go to the amusement park. She finally decided to spend her money at the amusement park. What was the opportunity cost of her decision?

a. $30.00
b. Trip to the park
c. New pair of slacks
d. No opportunity cost involved

_____4. The amount of goods and services that must be given up in order to obtain other goods and services

a. Opportunity cost
b. Trade-off
c. Scarcity
d. Wants

_____5. Scott recently managed to save enough to buy the VCR that he wants. While he was building his savings, he discovered the fun of 10-speed bicycles and would now love to own one. Scott finally decides on the VCR. What is his opportunity cost of buying the VCR?

a. 10-speed bicycle
b. VCR
c. Video tapes
d. Exercize

COMPETENCY OBJECTIVE 2.04: Explain the concept of economic resources.

TEST ITEM 002-2.04-01

INSTRUCTIONS TO STUDENTS: Identify each of the following according to its major type of economic resource. Either Land, Labor, Capital, or Management. Record your response in the blank to the left of each number.

_____1. Atlantic Ocean

_____2. Sales personnel

_____3. Investment money

_____4. Forest

_____5. Inventory of merchandise

_____6. Business owner

_____7. Department manager

_____8. Truck driver

_____9. Cash register

_____10. Oil

TEST ITEM 002-2.04-02

INSTRUCTIONS TO STUDENTS: Read the following questions and answer each of them.

1. List the four major types of economic resources
   a.
   b.
   c.
   d.

2. Which economic resource is the most important? Explain why.

3. Why is management considered a resource?

4. List two examples of natural resources.

5. What is the importance of capital resources?

COMPETENCY OBJECTIVE 2.05: Explain the concept of economic supply and demand.

TEST ITEM 002-2.05—01

INSTRUCTIONS TO STUDENTS: Read the following statements and determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Supply is all of the products or services available for sale to consumers.

_____2. A buyer's market is characterized by high prices, low demand, and large supply.

_____3. A seller's market is characterized by high prices, low demand, and low supply.

_____4. When the price of an item is high, demand is usually high.

_____5. When the supply is low and demand is high, prices usually go up.

_____6. Supply is determined in part by consumer demand.

_____7. When the prices are high, supply usually increases.

_____8 For demand to be created, consumers must not only desire a product, but must also have the ability to purchase it.

_____9. When the demand for a product is low and the supply exceeds the demand, prices usually go up.

_____10. The most important factor influencing supply is the cost of production.

TEST ITEM 002-2.05-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. In the USA, goods and services are made available through supply and demand.

_____2. Demand will have no effect on how much of a product is available for sale.

_____3. The law of demand states that consumers tend to buy more at lower prices and less at high prices.

_____4. Supply is influenced by price.

_____5. Consumers determine what is supplied by their demand for goods and services.

COMPETENCY OBJECTIVE 2.06: Identify the concept of economic utility.

TEST ITEM 002-2.06-01

INSTRUCTIONS TO STUDENTS: In the following, identify the type of product utility being described as form, place, time, or possession. Record your answer in the blank to the left of each statement.

_____1. Fur coats available in November.

_____2. Convenience stores located in neighborhood areas.

_____3. Fast food restaurant located in a shopping mall.

_____4. Layaway plans offered by local variety stores.

_____5. Oak trees cut and used to build furniture.

_____6. Valentine cards on the display shelf in January.

_____7. Display counters holding merchandise where it is accessible to customers.

_____8. Grain ground into flour, then mixed with other ingredients to make bread.

_____9. Back to school sales in August.

_____10. Financial plans available for purchasing an automobile.

TEST ITEM 002-2.06-02

INSTRUCTIONS TO STUDENTS: Match the statement in Column A with the appropriate term in Column B. Record your answer in the blanks to the left of each statement.

Column A	Column B
_____1. Usefulness of a product to customers	a. Form utility
	b. Information utility
_____2. Changing the shape of a product to make it more useful to the consumer	c. Place utility
	d. Possession utility
	e. Time utility
_____3. The usefulness of products because of location	f. Utility
_____4. Making products available at the time they are wanted or needed by consumers	
_____5. The ownership of a product is transferred from the seller to the consumer	

COMPETENCY OBJECTIVE 2.07: Explain the objective of economic price.

TEST ITEM 002-2.07-01

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record your answer (true or false) in the blank to the left of each statement.

_____1. The method of putting monetary value on products is known as a price system.

_____2. The price system sends signals to the producers telling them what goods and services the consumers want.

_____3. Price helps businesses decide what to produce.

_____4. Price has no effect on supply and demand.

_____5. Prices measure the opportunity cost of purchasing goods and services.

TEST ITEM 002-2.07-02

INSTRUCTIONS TO STUDENTS: Read and answer the following questions.

1. How do prices reflect opportunity cost?

2. How do prices influence the decisions about what, how and for whom to produce?

3. Define the price system.

4. How does the price system send signals to the producers?

5. How do prices provide signals for consumers?

COMPETENCY OBJECTIVE 2.08: Describe the concept of economic productivity.

TEST ITEM 002-2.08-01

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Productivity is a measure of how efficiently we work.

_____2. Productivity is measured in terms of output per worker hour.

_____3. Among the principal ingredients in the productivity of workers are education and training.

_____4. Productivity has a link to employee attitude and motivation.

_____5. The use of better machinery has no effect on productivity.

TEST ITEM 002-2.08-02

INSTRUCTIONS TO STUDENTS: Complete the following statements.

1. _____ is a measure of how efficiently employees work.

2. _____ is anything that goes into the production process.

3. _____ and _____ increase productivity.

4. Productivity is usually measured in terms of _____.

5. The use of better _____ is often the best way to increase productivity.

COMPETENCY OBJECTIVE 2.09: Explain the concept of division/specialization of labor.

TEST ITEM 002-2.09-01

INSTRUCTIONS TO STUDENTS: Complete the following statements.

1. When labor is divided, _____ occurs.
2. How many major types of specialization exist?
3. LIst the different types of specialization of labor.
4. Growing oranges in Florida is an example of work divided according to _____.
5. A worker in a clothing manufacturing plant who works on an assembly line cutting patterns is an example of work divided according to _____.

TEST ITEM 002-2.09-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Growing tobacco in North Carolina is an example of specialization by job task.

_____2. There are no disadvantages in the specialization of labor.

_____3. Production rates decrease with specialization of labor.

_____4. Becoming a lawyer is an example of specialization by profession.

_____5. Specialization of labor is beneficial to the free enterprise system.

COMPETENCY OBJECTIVE 2.10: Identify the types of economic systems.

TEST ITEM 002-2.10-01

INSTRUCTIONS TO STUDENTS: Match the statement in Column A with the appropriate term in Column B. Record you answer in the blank to the left of each statement.

Column A		Column B	
_____1.	An economic system in which households are free to make their own choices.	a.	Capitalism
_____2.	Another term for free enterprise.	b.	Command economy
_____3.	An economic system based on the private ownership of property, competition, and profits	c.	Economic system
_____4.	An economic system based on government control	d.	Free enterprise
_____5.	An economic system in which the principal means of production are owned by the state and resources are allocated according to a plan.	e.	Private enterprise
		f.	Socialism

TEST ITEM 002-2.10-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. In a command economy, the government decides what goods and services to make and how to make them.

_____2. The USA has a free enterprise system.

_____3. Communism is based on the political doctrines of Karl Marx.

_____4. An advantage of socialism is that personal income is distributed more equally.

_____5. In the free enterprise system, consumers play a very small role in the decision-making process.

COMPETENCY OBJECTIVE 2.11: Explain the relationship of government and business.

TEST ITEM 002-2.11-01

INSTRUCTIONS TO STUDENTS: Match the statements in Column A with the appropriate term in Column B. Record the correct response in the blank to the left of each statement in Column A.

Column A	Column B
_____1. Government regulations that insure quality products.	a. Competition
_____2. Money paid to the government to pay for their services.	b. Consumer information
_____3. Information about products and services that consumers need to make buying decisions.	c. Customer protection laws
_____4. Rivalry between businesses to attract scarce customer dollars.	d. Government regulations
_____5. Legal documents a business needs to operate.	e. Government standards
_____6. Legal rules businesses must follow in order to operate.	f. Licenses
	g. Taxes

TEST ITEM 002-2.11-02

INSTRUCTIONS TO STUDENT: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. The Federal Trade Commission has as its primary purpose promotion of competition and protection against unfair competitive practices.
_____2. A patent gives an inventor exclusive rights to his/her product for his/her lifetime.
_____3. In our free enterprise economy, no monopolies are allowed to exist.
_____4. Authors, publishers, and artists are given exclusive rights to their works for 28 years by copyrights.
_____5. Businesses can locate anywhere they choose and can find suitable space.
_____6. The Environmental Protection Agency is charged with the responsibility of protecting our natural resources.
_____7. Government services are provided free to business and society.
_____8. Labels cannot legally be removed from products before they are sold.
_____9. Individuals pay taxes to support the services of the government, but businesses are not taxed.
_____10. Government services are paid for by businesses and individuals through taxes and fees.

COMPETENCY OBJECTIVE 2.12: Explain the concept of private enterprise and business ownership.

TEST ITEM 002-2.12-01

INSTRUCTIONS TO STUDENTS: Answer the following questions.

1. What is free enterprise?

2. Name three benefits or advantages of free enterprise.

3. How does competition play an important role in the free enterprise system?

4. Name two disadvantages of the private enterprise system.

5. Name two advantages of the free enterprise system versus a command economy such as the Soviet Union.

TEST ITEM 002-2.12-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Freedom to own our own business is a key ingredient in the free enterprise system.

_____2. In the free enterprise system we cannot choose our own job.

_____3. Spending decisions are made by individuals in the free enterprise system.

_____4. Opportunity cost plays a major role in a free enterprise system.

_____5. In a free enterprise system, there are government regulations.

COMPETENCY OBJECTIVE 2.13: Explain the concept of profit.

TEST ITEM 002-2.13-01

INSTRUCTIONS TO STUDENTS: Identify the correct answer in the following and place the letter to the correct answer in the blank to the left.

_____1. Income is money that comes to a business from
a. Profits
b. Sales
c. Rebates
d. Taxes

_____2. The money left after cost of merchandise is subtracted from total sales is called _____ profit.
a. Gross
b. Net
c. Working
d. Even

_____3. The monetary reward a business owner receives for taking the risk of investing in a business is called
a. Profit
b. Sales
c. Pride
d. Sense of Ownership

_____4. Businesses use advertising, displays, and seasonal sales in an attempt to
a. Increase production
b. Decrease demand
c. Increase sales
d. Increase expenses

_____5. Expenses necessary to run a business every day are called _____ expenses.
a. Running
b. Operating
c. Profiting
d. Grossing

TEST ITEM 002-2.13-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. Income minus expenses equals profit.

_____2. All businesses make a profit.

_____3. The main reason people own a business is to make a profit.

_____4. Some risk is involved in operating a business for profit.

_____5. Work efficiency affects profit.

COMPETENCY OBJECTIVE 2.14: Explain the concept of risk.

TEST ITEM 002-2.14-01

INSTRUCTIONS TO STUDENTS: Match the statements in Column A with the appropriate term in Column B. Record the correct response in the blank to the left of the statements in Column A.

Column A		Column B
_____1.	Potential loss faced by a business	a. Insurance
		b. Insurable
_____2.	Potential losses not covered by insurance companies	c. Non-insurable
		d. Retain
_____3.	Protection which can be purchased to cover certain risks	e. Risk
		f. Stocks
_____4.	Losses which may be covered by the purchase of insurance	
_____5.	Keep the risk	

TEST ITEM 002-2.14-02

INSTRUCTIONS TO STUDENTS: Identify each of the following as a pure risk (P) or a speculative risk (S).

_____1. Fire

_____2. Lost sales due to bad weather

_____3. Economic depression

_____4. Theft

_____5. Poor management

_____6. Changes in consumer demand

_____7. Property damage

COMPETENCY OBJECTIVE 2.15: Explain the concept of competition.

TEST ITEM 002-2.15-01

INSTRUCTIONS TO STUDENTS: Identify the following as direct competition (D) or indirect competition (I).

_____1. Burger King and Wendy's

_____2. Sears and J. C. Penney

_____3. Movie theater and amusement park

_____4. T J Maxx and Marshalls

_____5. Food Lion and K Mart

_____6. Coke and Pepsi

TEST ITEM 002-2.15-02

INSTRUCTIONS TO STUDENTS: Match the statement in Column A to the appropriate term in Column B. Record your answer in the blank to the left of the statements in Column A.

Column A	Column B
_____1. Occurs between businesses that offer dissimilar products	a. Competition
_____2. Rivalry between businesses to attract customer dollars	b. Direct competition
_____3. Only one supplier of a good or service	c. Federal Trade Commission Act
_____4. Use of prices to attract customer dollars	d. Indirect competition
_____5. Prevents monopolies from forming	e. Monopoly
_____6. Occurs between businesses that offer similar products	f. Non-price competition
_____7. Use of factors other than price to attract customer dollars	g. Price competition
_____8. Created to monitor business activities in order to prevent unfair competition	h. Robinson-Patman Act
	i. Sherman Anti-trust Act

COMPETENCY OBJECTIVE 2.16: Explain the concept of gross national product.

TEST ITEM 002-2.16-01

INSTRUCTIONS TO STUDENTS: Complete the following questions.

1. What is the meaning of GNP?
2. Define GNP?
3. What is the meaning of C + I + F + G?
4. How is GNP calculated?
5. What are two problems in measuring GNP?

TEST ITEM 002-2.16-02

INSTRUCTIONS TO STUDENTS: Read the following items and determine if they are durable (D) or non-durable (N).

_____1. Steak

_____2. Stove

_____3. Pencil

_____4. Haircut

_____5. Car

_____6. College tuition

_____7. Amusement park tickets

_____8. Carpet

_____9. Eyeglasses

_____10. Stereo

COMPETENCY OBJECTIVE 2.17: Explain the concept of business cycles.

TEST ITEM 002-2.17-01

INSTRUCTIONS TO STUDENTS: Answer the following questions.

1-4. List the four phases of the business cycle and give two characteristics of each phase.

a.
b.
c.
d.

5. Why do businesses produce more goods and services during periods of prosperity than they do during other phases?

TEST ITEM 002-2.17-02

INSTRUCTIONS TO STUDENTS: Read the following statements. Determine if each statement is true or false. Record the correct response (true or false) to the left of each statement.

_____1. Business cycles deal with economic activities.

_____2. Business cycles only affect certain types of businesses.

_____3. In a period of depression, high unemployment is likely.

_____4. At any given time, all businesses are experiencing some phase of the business cycle.

_____5. The business cycle lasts two years.

KEY TO TEST ITEMS
FREE ENTERPRISE/ECONOMICS

TEST ITEM 002-2.01-01

1. c
2. a
3. e
4. d
5. b

TEST ITEM 002-2.01-02

1. E
2. E
3. N
4. N
5. E

TEST ITEM 002-2.02-01

1. S
2. G
3. G
4. S
5. G
6. G
7. S
8. G
9. S
10. G

TEST ITEM 002-2.02-02

1. True
2. False
3. True
4. True
5. True

TEST ITEM 002-2.03-01

1. d
2. a
3. e
4. c
5. b

TEST ITEM 002-2.03-02

1. c
2. b
3. c
4. a
5. a

TEST ITEM 002-2.04-01

1. Land
2. Labor
3. Capital
4. Land
5. Capital
6. Management
7. Management
8. Labor
9. Capital
10. Land

TEST ITEM 002-2.04-02

1. a) Land
   b) Labor
   c) Capital
   d) Management
2. Labor is the most important resource because it is a human effort.
3. It is necessary for a business to run efficiently.
4. Examples: land, water, air, iron ore, etc.
5. It is used to produce and sell other economic goods and services.

TEST ITEM 002-2.05-01

1. True
2. True
3. False
4. False
5. True
6. True
7. True
8. True
9. False
10. True

TEST ITEM 002-2.05-02

1. True
2. False
3. True
4. True
5. True

TEST ITEM 002-2.06-01

1. Time
2. Place
3. Place
4. Possession
5. Form
6. Time
7. Possession
8. Form
9. Time
10. Possession

TEST ITEM 002-2.06-02

1. f
2. a
3. c
4. e
5. d

TEST ITEM 002-2.07-01

1. True
2. True
3. True
4. False
5. True

TEST ITEM 002-2.07-02

1. Opportunity costs help consumers choose the goods and services that will bring the most satisfaction.
2. Sends signals to determine if consumers will buy their product.
3. The method of placing a monetary value on products.
4. Tells them what goods and services consumers want.
5. Helps them decide what to buy.

TEST ITEM 002-2.08-01

1. True
2. True
3. True
4. True
5. False

TEST ITEM 002-2.08-02

1. Productivity
2. Input
3. Education and job training
4. Output per worker hour
5. Machinery

TEST ITEM 002-2.09-01

1. Specialization
2. Four
3. Trade or profession, stage of production, geographic region, and job tasks
4. Geographic region
5. Job tasks

TEST ITEM 002-2.09-02

1. False
2. False
3. False
4. True
5. True

TEST ITEM 002-2.10-01

1. d
2. e
3. a
4. b
5. f

TEST ITEM 002-2.10-02

1. True
2. True
3. True
4. True
5. False

TEST ITEM 002-2.11-01

1. c
2. g
3. b
4. a
5. f
6. d

TEST ITEM 002-2.11-02

1. True
2. False
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. True

TEST ITEM 002-2.12-01

1. Freedom to make decisions about earning and spending activities.
2. Any 3 of the following:
   Freedom to own property
   Freedom to buy
   Freedom to produce and sell
   Freedom to work
3. Freedom for anyone to own a business and compete in a free enterprise system.
4. A variety of answers. For example: unemployment and underemployment.
5. A variety of answers. For example: Freedom to have the job of our choice and to make as much money as we choose.

TEST ITEM 002-2.12-02

1. True
2. False
3. True
4. True
5. True

TEST ITEM 002-2.13-01

1. a
2. b
3. a
4. c
5. b

TEST ITEM 002-2.13-02

1. True
2. False
3. True
4. True
5. True

TEST ITEM 002-2.14-01

1. e
2. c
3. a
4. b
5. d

TEST ITEM 002-2.14-02

1. P
2. S
3. S
4. P
5. S
6. S
7. P

TEST ITEM 002-2.15-01

1. D
2. D
3. I
4. D
5. I
6. D

TEST ITEM 002-2.15-02

1. d
2. a
3. e
4. g
5. i
6. b
7. f
8. i

TEST ITEM 002-2.16-01

1. Gross national product
2. The total value of all goods and services produced by a country in a single year.
3. a) Personal Consumption
   b) Gross private investment
   c) Net exports
   d) Government purchases
4. C + F + I + G
5. Various answers. Examples are goods that are produced but not sold, double counting, underground economy.

TEST ITEM 002-2.16-02

1. N
2. D
3. N
4. N
5. D
6. D
7. N
8. D
9. D
10. D

TEST ITEM 002-2.17-01

1. Prosperity, high production, high prices
2. Crisis, layoffs, stock prices drop.
3. Depression, low interest rates, high unemployment.
4. Recovery, increased employment, increased production.
5. More money is available for businesses to produce goods and services and consumers have more money to spend on the produced goods. The result is increased supply due to increased demand.

TEST ITEM 002-2.17-02

1. True
2. False
3. True
4. True
5. False

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COMPETENCIES

THE CUSTOMER AND THE MERCHANDISE

COMPETENCY GOAL 3: The learner will recognize that a thorough understanding of the customer and the merchandise is essential to sales.

COMPETENCY OBJECTIVES

3.01 Address needs of individual personalities/moods.

3.02 Explain customer buying decisions.

3.03 Use buying motives as basis of sales presentation.

3.04 Recognize types/sources of merchandise information needed.

3.05 Utilize merchandise information as basis of sales presentation.

3.06 Explain key factors in building a clientele.

CONTENT/TEACHING OUTLINE
THE CUSTOMER AND THE MERCHANDISE

PLANNING NOTES

I. The Customer

A. Customers are Important
   1. Goal of each sale is a satisfied customer
   2. Customer needs take priority over salesperson's needs
   3. Today's customers
      a. Are Knowledgeable
      b. Are not afraid to ask questions
      c. Want to feel appreciated

B. Influences on Customers — PR-1, pp. 53-57
   1. Store image
   2. Previous experience with the business
   3. Advertising
   4. Displays
   5. Store interior
   6. Services
   7. Merchandise available — SA-1

C. Types of Customers — PR-1, pp. 58-61
   1. Decided
      a. Characteristics
      b. How to handle
   2. Undecided
      a. Characteristics
      b. How to handle
   3. Just-looking
      a. Characteristics
      b. How to handle

D. Customer Moods/Personalities — SA-2
   1. Types of moods/personalities
      a. Talkative
      b. Silent
      c. Friendly
      d. Disagreeable/Argumentative
      e. Timid/Sensitive
      f. Impatient
      g. Dominating/Superior
      h. Procrastinating
      i. Foreign-Language — SA-3
   2. Guidelines for working with all types — SA-4
      a. Show sincere interest
      b. Use selling vocabulary
      c. Communicate effectively
      d. Personalize merchandise to satisfy customer needs—know your merchandise — CTIB 003-3.01-01-02

E. Customer Buying Decisions — SA-5
   1. A want or need must exist—Why should I buy?
   2. Product—What type, brand, or style should I buy?
   3. Place—Where should I buy?
   4. Price—How much should i pay?
   5. Time—When should I buy?
   6. Quantity—How much/many should I buy? — SA-6; CTIB 003-3.02-01-02

F. Buying Motives — SA-7
   1. Customers buy to satisfy a want or need
      a. Want—not essential but desired (often psychological)
      b. Need—a necessity (food, clothing, shelter)
   2. Buying motives—reasons customers purchase goods or services
   3. Types of buying motives
      a. Gain/Profit
      b. Economy
      c. Health
      d. Comfort
      e. Convenience
      f. Safety
      g. Protection
      h. Prestige/Self-esteem
      i. Recognition/Group-approval
      j. Variety
      k. Recreation
      l. Change
   4. Classifications of buying motives — SA-8
      a. Basic buying motives
      b. Other groupings
   5. Use of buying motives in sales presentation — SA-9
      a. Determine customer's motives
      b. Know your merchandise and the motives to which it appeals—appeal to those motives
      c. Concentrate on the most obvious motive
      d. Help customer make a decision that satisfies his/her motives — SA-10; CTIB 003-3.03-01-02

II. The Merchandise — SA-11

A. Benefits of Merchandise/Service Knowledge for Salesperson
   1. More enjoyment of work
   2. Increased confidence
   3. Assistance in organization of sales presentation
   4. Overcoming resistance/objections
   5. Increased possibilities of promotion

B. Reasons for Merchandise Information — SA-12
   1. To provide an immediate source of information
   2. To support manufacturer's claims
   3. To meet legal requirements
   4. To add value to the merchandise

C. Types of Knowledge — SA-13
   1. General knowledge
      a. The merchandise carried by the store/business
      b. The location of merchandise in the store
      c. Reserve stock and its location
      d. Merchandise in other departments
      e. Merchandise not carried by the store
      f. What merchandise can be special ordered
      g. The merchandise being promoted
      h. How to care for merchandise/equipment in store (housekeeping duties)
   2. Product knowledge
      a. Appearance
      b. Material composition
      c. Manufacturing process
      d. Uses
      e. Performance
      f. Service
      g. Care
      h. Brand
      i. Price
      j. Competition
      k. Related items
   3. Service knowledge
      a. Wrapping and packaging
      b. Mail/Telephone orders
      c. Delivery
      d. Credit
      e. Customer facilities

D. Sources of Merchandise Information — SA-14
   1. The merchandise
      a. The item itself
      b. Labels
      c. Tags — SA-15
      d. Boxes/containers
      e. Stamps
      f. Tickets
      g. Seals
      h. Inserts (brochures/leaflets)
      i. Warranties/Guarantees
   2. Individuals
      a. Management
      b. Salespeople
      c. Customers
      d. Manufacturer's representatives
   3. Personal experience
   4. Publications
      a. Trade journals
      b. Consumer periodicals — SA-16
      c. Manufacturer's publications
      d. Mail-order catalogs
      e. Reference books/encyclopedias
   5. Other sources
      a. Training courses/workshops
      b. Comparison shopping
      c. Manufacturing company tours — CTIB 003-3.04-01-03

E. Merchandise Information Found on Sources
   1. Materials/Ingredients
      Examples:
      a. Medication
      b. Clothing
      c. Canned/frozen foods
   2. Finishes
      Examples:
      a. Clothing—permanent press; water resistant
      b. Carpet—stainproof; fire retardant
      c. Linoleum—no-wax
   3. Manufacturing processes/construction
      Examples:
      a. Afghan—handmade crochet
      b. Throw pillows—shredded polyester foam fill
      c. Orange juice—from concentrate
   4. Care and maintenance
      Examples:
      a. Clothing—dry clean only
      b. Microwave oven—wipe with damp cloth after each use
   5. Prices
   6. Grades/Quality
      Examples:
      a. Chicken—USDA Gov't Inspected
      b. Ground beef—premium grade
      c. Eggs—Grade A
   7. Use/Operation
      a. Preparation methods
      b. Assembly instructions
      c. Locations for use (outdoor/indoor)
   8. Size/Capacity
   9. Safety features
   10. Other
      a. Universal Product Code
      b. Proof of purchase

F. Use of Merchandise Information in Sales Presentation — SA-17
   1. Identify the sources of information
   2. Review the information
   3. Categorize the information (See "E" above)
   4. Treat customers with respect
   5. Be confident, but not overly confident
   6. Know and believe in your merchandise
   7. Give information the customers need to make the buying decision
   8. Remember—"The Customer Is King!!!" — CTIB 003-3.05-01-02

IV. Building A Clientele

A. Clientele—a group of regular customers who ask for the same salesperson

B. Techniques for Building Clientele
   1. Know your customers and your merchandise so as to offer helpful suggestions
   2. Remember customer's name and call his/her name
      a. Show interest
      b. Observe the face
      c. Get the name right and repeat it
      d. Find an association
   3. Present business cards with your name on them to customers you want to continue to serve
   4. Maintain customer book or card file
      a. Customer's name
      b. Address
      c. Telephone number
      d. Sizes
      e. Information about other family members
      f. Color, quality, design preferences
      g. Special interests
      h. Occupation
      i. Any other information to help you better serve the customer
   5. Contact the customer when:
      a. You receive merchandise in his/her size that will be of interest to the customer
      b. You think the customer might be running low on a regularly purchased item
      c. A requested item arrives
      d. You can supply merchandise for a specific occasion
      e. A desired item is reduced

CTIB 003-3.06-01-02

STUDENT ACTIVITIES

THE CUSTOMER AND THE MERCHANDISE

In ***Selling Sales Training Manual*** (PR-2), complete Activity E, page 22.	SA-1
Read ***Selling—Helping Customers Buy*** (PR-1), pages 62-63.	SA-2
In ***Selling Sales Training Manual*** (PR-2), complete Activity C, page 20.	SA-3
Read ***Selling—LAP 112*** (PR-3).	SA-4
Read ***Selling—Helping Customers Buy*** (PR-1), pages 63-65.	SA-5
In ***Selling Sales Training Manual*** (PR-2), complete Activity D, page 21.	SA-6
Read Chapter 5 in ***Selling—Helping Customers Buy*** (PR-1), pages 67-84.	SA-7
Read ***Selling—LAP 102*** (PR-3).	SA-8
Read ***Selling—LAP 109*** (PR-3).	SA-9
In ***Selling Sales Training Manual*** (PR-2), complete Activities A, B, C, and D, pages 25-26.	SA-10
Read Chapter 6 in ***Selling—Helping Customers Buy*** (PR-1), pages 87-103.	SA-11
Read ***Selling—LAP 104*** (PR-3), page 3.	SA-12
Read ***Selling—LAP 104*** (PR-3), pages 8-15.	SA-13
Read ***Selling—LAP 104*** (PR-3), pages 3-7.	SA-14
In ***Selling Sales Training Manual*** (PR-2), complete Activity B, page 32.	SA-15
In ***Selling Sales Training Manual*** (PR-2), complete Activity A, page 31.	SA-16
Read ***Selling—LAP 104***, (PR-3), pages 16-21.	SA-17

EVALUATION MEASURES

THE CUSTOMER AND THE MERCHANDISE

COMPETENCY GOAL 3: The learner will recognize that a thorough understanding of the customer and the merchandise is essential to sales.

COMPETENCY OBJECTIVE 3.01: Address needs of individual personalities/moods.

TEST ITEM 003-3.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following sentences. Determine which of the possible answers is most appropriate for each statement. Record the correct response in the space provided to the left.

_____1. The _____ customer needs the salesperson's help in making up his/her mind.
   a. Decided
   b. Undecided
   c. Just-looking

_____2. The _____ customer is well informed upon arrival and positive in his/her community.
   a. Decided
   b. Undecided
   c. Just-looking

_____3. The _____ customer may have nothing particular in mind.
   a. Decided
   b. Undecided
   c. Just-looking

_____4. The _____ customer is the most difficult to sell.
   a. Decided
   b. Undecided
   c. Just-looking

_____5. When helping the undecided customer, the salesperson should select _____ products the customer likes and make positive comments about these products.
   a. One or two
   b. Two or three
   c. Three or four
   d. At least five

TEST ITEM 003-3.01-02

INSTRUCTIONS TO STUDENTS: Read the following case situation. Prepare a written response.

Ms. Day is shopping for an antique curio cabinet for her daughter's birthday. You show her a solid walnut cabinet with curved glass doors, antique-brass hardware, and newly installed interior lighting. Although she agrees it is beautiful and has been kept clean, she is argumentative about the price, pointing out, "After all, it is used furniture."

Explain how you would deal with Ms. Day. Include the three steps of effective communication.

COMPETENCY OBJECTIVE 3.02: Explain customer buying decisions.

TEST ITEM 003-3.02-01

INSTRUCTIONS TO STUDENTS: Once a want or need is established, five other buying decisions must be made. List the five buying decisions.

TEST ITEM 003-3.02-02

INSTRUCTIONS TO STUDENTS: Describe the buying decisions that should be made for each of the following items.

1. Athletic shoes
2. Coat
3. Car

COMPETENCY OBJECTIVE 3.03: Use buying motives as basis of sales presentation.

TEST ITEM 003-3.03-01

INSTRUCTIONS TO STUDENTS: Answer the following questions about buying motives.

1. Define want.

2. Define need.

3. Define buying motive.

4. List the classifications of basic buying motives.

5. When using buying motives in the sales presentation, list the four steps in determining the customer's motives.

TEST ITEM 003-3.03-02

NOTE TO TEACHER: Instruct students playing the role of customer to develop their buying motives prior to the roleplay situation. At this point, the students are not evaluated on other steps in the sales process—approach, handling objections, closing techniques, suggestion selling, etc. (Evaluation form follows).

INSTRUCTIONS TO STUDENTS: (Roleplay) Bring a product to class which can be used in a roleplay situation in which you will attempt to determine the customer's buying motives. Be sure to study your product prior to your presentation so you are well-prepared with merchandise information. Your customer (a fellow student or someone chosen by the teacher) will approach you and indicate an interest in your merchandise. Use the proper techniques for determining the customers needs and buying motives. The teacher will evaluate you during your presentation using a rating form.

DETERMINING AND USING BUYING MOTIVES IN SELLING EVALUATION FORM

Directions: Circle the appropriate score.

	Poor	Fair	Good	Excellent
<u>Applied proper techniques to determine the important buying motives.</u>				
1. Observed the customer				
a. Watched for clues from customer; mannerisms and facial expressions	0	1	2	3
b. Maintained good eye contact	0	1	2	3
2. Listened to the customer				
a. Let the customer talk	0	1	2	3
b. Showed patience	0	1	2	3
c. Avoided arguments and criticism	0	1	2	3
3. Showed interest in the customer				
a. Looked and acted interested in customer	0	1	2	3
b. Showed empathy for the customer	0	1	2	3
c. Let customer express his/her point of view	0	1	2	3
4. Asked questions				
a. Used questions which were short, impersonal, and easy to answer	0	1	2	3
b. Centered questions on product benefits and/or advantages to the customer	0	1	2	3
c. Questioned the customer in a courteous, tactful manner	0	1	2	3
d. Centered questions around "common buying motives for the product	0	1	2	3
<u>Used buying motives</u>				
1. Demonstrated knowledge of common buying motives for the product	1	2	3	4
2. Appealed to the greatest number of common buying motives for the product	1	2	3	4
3. Emphasized the dominant buying motive(s)	1	2	3	4
4. Helped customer make a buying decision which satisfied the buying motives of the customer	1	2	3	4

COMPETENCY OBJECTIVE 3.04: Recognize types/sources of merchandise information needed.

TEST ITEM 003-3.04-01

INSTRUCTIONS TO STUDENTS: List three types of merchandise information needed by the salesperson and give at least three examples of each type.

TEST ITEM 003-3.04-02

INSTRUCTIONS TO STUDENTS: Answer the following questions about merchandise information.

1. List four source categories of merchandise information.

2. Identify the types of merchandise information found on the following box cover.

Stouffer

Lean Cuisine

BREAST of CHICKEN MARSALA with Vegetables

Single Serving Twin Pouch

INFORMATION PANEL

INGREDIENTS: WATER, CHICKEN BREAST, PEAS, BABY CARROTS, MUSHROOMS, MARSALA WINE, SNOW PEA PODS, BUTTER, ONIONS, CORN OIL, MODIFIED CORNSTARCH, SALT, CHICKEN, MONOSODIUM GLUTAMATE, CHICKEN FAT, SUGAR, SODIUM PHOSPHATES AND LEMON JUICE SOLIDS, BROWN SUGAR, DEHYDRATED ONIONS, DEHYDRATED GARLIC, CHICKEN BROTH, CARAMEL COLORING, MONO- AND DIGLYCERIDES, TURMERIC, SPICE, NATURAL FLAVORINGS

NUTRITION INFORMATION	PER SERVING
SERVING SIZE	8⅛ OZ
SERVINGS PER CONTAINER	1
CALORIES	190
PROTEIN	25g
CARBOHYDRATE	11g
FAT	5g
SODIUM	980mg

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	40	RIBOFLAVIN	10
VITAMIN A	40	NIACIN	40
VITAMIN C	15	CALCIUM	2
THIAMINE	10	IRON	6

Diet Exchanges* (Per Serving)

2½ Lean Meat Exchanges; 1 Vegetable Exchange; ½ Bread Exchange

Lean Cuisine Diet Exchanges can be used with many weight control programs. Additional nutritional and exchange information available upon request.

*Exchange calculations based on Exchange Lists For Meal Planning, American Diabetes Association, Inc., The American Dietetic Association.

A seasoned boneless half chicken breast, with sliced sauteed mushrooms in a golden Marsala wine sauce. Accompanied by a colorful medley of sweet peas, baby carrots, pearl onions and pea pods. Alluring and light.

COOKING INSTRUCTIONS

■ BOILING WATER

1. Place pouches in boiling water. Do not cover.
2. Simmer 12-14 minutes; turn pouches several times during cooking.
3. Remove from water. Shake pouches to mix; cut open and serve.

■ MICROWAVE OVEN

1. Pierce both pouches 2-3 times with fork to vent.
2. Place chicken pouch on a microwave safe dish, cook on 50% power 5 minutes.
3. Add vegetable pouch; continue cooking both on 50% power 4-4½ minutes.

Because ovens vary, these instructions are guidelines.

Keep frozen until ready to use. If product thaws, prepare promptly.

Please return side panel with stamped-in code with any correspondence relating to this product to Lean Cuisine Consumer Affairs Department.

STOUFFER FOODS
SOLON, OHIO 44139
© Stouffer Foods Corporation

0 13800 16618 0

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COMPETENCY OBJECTIVE 3.05: Utilize merchandise information as basis of sales presentation.

TEST ITEM 003-3.05-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the blank to the left of each statement.

_____1. The first step in using merchandise information is giving the information the customer needs to make the buying decision.

_____2. To provide merchandise information, the salesperson must know and believe in the merchandise.

_____3. A knowledgeable salesperson cannot be overly confident.

_____4. Merchandise information is available in all categories for all products.

_____5. The salesperson should review the sources of information which accompany a product to determine which categories to use.

TEST ITEM 003-3.05-02

NOTE TO TEACHER: Secure enough items for all students or alternate testing time for students equal to the number of items available. (Evaluation form follows).

INSTRUCTIONS TO STUDENTS: Study the item of merchandise provided by your teacher. Answer the following questions.

1. Identify the sources of information with the merchandise.

2. Categorize the information that can be used during a sales presentation. (Example: Care/Maintenance—1. Handwash in Woolite and 2. Dry flat; do not wring.)

Your teacher will use an evaluation sheet when checking your answers, assigning points for the sources you identify and the categorizing of information.

UTILIZING MERCHANDISE INFORMATION
EVALUATION FORM

Directions: Possible points should be assigned based on the item provided. If you item has a total of 10 sources and categories, assign 10 possible points to each source/category. Evaluate the student's response for each item, assigning 0-10 earned points. Total possible points should equal 100.

	Possible Points	Points Earned
Sources of Merchandise Information		
The item itself		
Labels		
Tags		
Boxes/Containers		
Inserts (brochures/leaflets)		
Warranties/Guarantees		
Stamps		
Tickets		
Seals		
Other		
Information Categories/Product Information		
Materials/Ingredients		
Finishes		
Manufacturing Processes/Construction		
Care/Maintenance		
Price		
Grades/Quality		
Use/Operation		
Size/Capacity		
Safety features		
Other		
	100 points	

COMPETENCY OBJECTIVE 3.06: Explain key factors in building a clientele.

TEST ITEM 003-3.06-01

INSTRUCTIONS TO STUDENTS: Answer the following questions about clientele.

1. Define clientele.

2. List the five techniques for remembering a customer's name.

TEST ITEM 003-3.06-02

INSTRUCTIONS TO STUDENTS: Answer the following questions about clientele.

1. List two techniques for building clientele.

2. List five types of information which should be recorded in your customer card file or book.

3. List three uses of a customer card file or book.

KEY TO TEST ITEMS

THE CUSTOMER AND THE MERCHANDISE

TEST ITEM 003-3.01-01

1. b
2. a
3. c
4. c
5. a

TEST ITEM 003-3.01-02

Answers will vary. They may include some of the following:
Do not argue.
Agree with minor points.
Base presentation on agreement.
Show sincere interest.
Use selling vocabulary (positive; avoid technical terms)
Communicate effectively (listen, observe, question)
Personalize merchandise to satisfy customer needs.

TEST ITEM 003-3.02-01

Product, place, price time, quantity

TEST ITEM 003-3.02-02

Answers will vary but should include the following:
Why should I buy?
Product—What type, brand, or style should I buy?
Place—Where should I buy?
Price—How much should I pay?
Time—When should I buy?
Quantity—How many/much should I buy?

TEST ITEM 003-3.03-01

1. Something not essential but desired
2. A necessity
3. Reasons customers purchase goods or services
4. Rational, emotional
5. Observe the customer
   Listen to the customer
   Show interest in the customer
   Question the customer

TEST ITEM 003-3.03-02

See "Determining and Using buying Motives in Selling—Evaluation Form," page C-13.

TEST ITEM 003-3.04-01

1. General knowledge
   (Any 3) Merchandise carried by the store; merchandise not carried; merchandise locations; reserve stock and its location; special-order merchandise; merchandise being promoted; housekeeping duties.
2. Product knowledge
   (Any 3) Appearance; material composition; manufacturing process; uses; performance; service; care; brand; price; competition; related items; etc.
3. Service knowledge
   (Any 3) Wrapping and packaging; mail/telephone orders; delivery; credit; customer facilities; etc.

TEST ITEM 003-3.04-02

1. (Any 4) The merchandise; individual's personal experience; publications; other sources such as training courses/workshops, comparison shopping, manufacturing company tours.
2. Material composition, manufacturing process, uses, performance, care, brand.

TEST ITEM 003-3.05-01

1. False
2. True
3. False
4. False
5. True

TEST ITEM 003-3.05-02

See "Utilizing Merchandise Information—Evaluation Form," page C-16.

TEST ITEM 003-3.06-01

1. A group of regular customers who ask for the same salesperson
2. Show interest; observe the face; get the name right and repeat it; find an association.

TEST ITEM 003-3.06-02

1. (Any 2)
   *Know your customers and your merchandise
   *Remember customer's name and call him/her by name
   *Present business cards with your name on them to customers you want to continue to serve
   *Maintain customer book or card file with customer information
   *Contact customer about specific merchandise, etc.
2. (Any 5)
   Customer's name
   Address
   Telephone number
   Sizes
   Information about other family members
   Color, quality, design preferences
   Special interests
   Occupation
   Other information to help you better serve the customer

3. (Any 3)
*To inform the customer of merchandise of interest to him/her
*To see if customer is running low on a particular item
*To tell customer a requested item has arrived
*To offer merchandise for a special occasion
*To tell customer a desired item has been reduced

REFERENCES

THE CUSTOMER AND THE MERCHANDISE

Ditzenberger, Roger, and John Kidney, ***Selling—Helping Customers Buy***. Cincinnati: South-Western Publishing Co., 2nd ed., 1986. PR-1

Ditzenberger, Roger, and John Kidney, ***Selling—Helping Customers Buy, Sales Training Manual***.. Cincinnati: South-Western Publishing Co., 2nd ed., 1986. PR-2

MarkED Resource Center, Division of IDECC, Inc., Columbus. PR-3

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STEPS OF A SALE

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COMPETENCIES

STEPS OF A SALE

COMPETENCY GOAL 4: The learner will demonstrate knowledge of steps involved in the sales process.

COMPETENCY OBJECTIVES

4.01 Open the sales presentation.

4.02 Question/Probe for information.

4.03 Use feature/benefit selling.

4.04 Demonstrate the product.

4.05 Handle customer/client objections.

4.06 Close the sale.

4.07 Use suggestion selling.

4.08 Wrap/Package product.

4.09 Explain follow-up techniques.

CONTENT/TEACHING OUTLINE
STEPS OF A SALE

PLANNING NOTES

I. The Approach — SA-1; SA-2

A. Definition—The salesperson's first words and actions when a customer enters the store/department
   1. Includes salesperson's appearance, personality, and interest in the customer
   2. Also known as opening the sale

B. Purposes/Goals
   1. Gain the customer's attention
   2. Interest customer immediately in the product/service
   3. Put the customer at ease; make him/her feel welcome
   4. Create favorable impression
   5. Gain the customer's confidence
   6. Put emphasis on importance of customer
   7. Start analyzing the customer and his/her motives
   8. Set the stage for the presentation

C. Characteristics of A Good Approach
   1. Respectful and courteous
   2. Sincere and friendly/positive attitude
      a. Smile
      b. Give sincere compliments
      c. Use the "you" approach
      d. Use customer's name
   3. Enthusiastic
   4. Properly timed

D. Approach Factors
   1. Promptness—gains attention; develops favorable store image
   2. Addressing the customer
   3. Appearance
   4. Positive attitude
   5. Posture
   6. Facial expressions

E. Types of Approaches — SA-3
   1. Merchandise approach
      a. Most effective in terms of sales
      b. Used when customer is already looking at merchandise
      c. Directs/Intensifies customer's attention and interest in merchandise
      d. Requires salesperson to be aware of merchandise and benefits

2. Service approach
   a. Most used; overused
   b. Least effective because it encourages negative responses—"No, thanks, I'm just looking."
   c. Best for customers in an obvious hurry and needing help
3. Greeting, acknowledgement, or welcome approach
   a. Creates a friendly, positive atmosphere
   b. Used to acknowledge arrival of customer when salesperson is busy with another customer
   c. Use customer's name if known; can use "sir" or "madam"
   d. Refer to personal information about the customer when applicable. "Welcome back, Mrs. Ferguson. I'm sure your family enjoyed trip to Disney World."
4. Combination approach—a combination of any or all of the above approaches
5. Approaches for different types of customers
   a. Just-looking customer—merchandise, greeting
   b. Talkative customer—merchandise, greeting
   c. Silent customer—merchandise, greeting
   d. Undecided customer—merchandise, greeting
   e. Decided customer—service, greeting
   f. Hurried customer—service

SA-4; SA-5

6. Avoid negative approaches
   a. Questions which can be answered with "No"
   b. Implications of working on commission
   c. Terms of endearment or insincerity
   d. Reference to price
   e. Reference to larger sizes
   f. Personal preferences

SA-6

F. When to Approach
   1. Type of store
   2. Type of customer
   3. Store policy
   4. Presence of other customers

SA-7; SA-8

G. Procedures for Opening the Sale
   1. Be prepared/ready to approach
   2. Use appropriate timing
   3. Use appropriate human relations skills
   4. Use appropriate opening statement
   5. Be prepared to make smooth transition from opening into determination of customer's needs

SA-9; SA-10
CTIB 004-4.01-01-02

II. Determination of Customer/Client Needs

SA-11

A. Observe the Customer
   1. Use proper observation techniques
      a. What item is the customer looking at?
      b. What merchandise does the customer handle?
      c. Study the customer; gather information to help close the sale
      d. Do not appear to be snooping
      e. Is customer looking for more specific items?
   2. Do not judge customers by outward appearance

3. Observe customer's facial expression for:
   a. Satisfaction
   b. Disapproval
   c. Doubt
   d. Interest in merchandise
   e. Eye contact
4. Observe customer mannerisms
   a. Hurried
   b. Relaxed

B. Question the Customer — SA-12
1. Show concern for customer
2. Ask questions with a purpose
   a. For clarification
   b. To get the customer talking
   c. Open-ended so they cannot be answered yes or no
3. Ask simple questions
4. Space questions
5. Pause occasionally
6. Limit beginning questions to three
7. Ask appropriate questions
   a. Materials
   b. Style/Model
   c. Intended use
8. Avoid inappropriate questions
   a. Size of apparel
   b. Price
9. Tailor questions to type of customer
   a. Decided
   b. Undecided
   c. Just-looking
10. Select products to show based on responses
    a. Involve the customer
    b. Get merchandise in customer's hands
    c. Watch their reactions
11. Continue with more direct, specific questions
12. Question to check understanding
13. Encourage questions from customers — SA-13; SA-14; SA-15; SA-16

C. Listen to the Customer
1. Prepare to listen
2. Stop talking and listen
3. Pay attention
4. Look/Act interested
5. Don't interrupt
6. Give customers time to think
7. Give listening responses
8. Practice listening — SA-17; SA-18
CTIB 004-4.02-01-03

III. Feature-Benefit Selling

A. Features — SA-19; SA-20; SA-21
1. Physical characteristics or qualities of the product/service
   a. Construction, materials and workmanship
   b. Appearance and style
   c. Unique or novel features

d. Durability
e. Product uses
f. Service and warranty

2. Sources of information about features
   a. The product or service
   b. Customers
   c. Manufacturer's leaflets/publications
   d. Other salespersons
   e. Advertising materials

B. Benefits
1. Personal satisfaction or advantage customers want from product or service
2. Usually services and benefits are bought rather than merchandise
3. Benefit categories
   a. Obvious or apparent benefits—need little or no explanation
   b. Unique or exclusive benefits—available only from your product, service or business
   c. Hidden bsenefits—cannot be seen or understood without assistance
4. Common types of buyer benefits
   a. Acceptance
   b. Appearance
   c. Comfort
   d. Convenience
   e. Enjoyment
   f. Money savings
   g. Pleasure
   h. Prestige
   i. Pride of ownership
   j. Safety
   k. Security
   l. Time savings

SA-22

C. Prepare Feature-Benefit Charts
1. List product
2. List product features
3. List benefits of each feature

SA-23

D. Use Feature-Benefit Selling
1. Convince customer the product/service has features that will provide benefits
   a. Maintains interest aroused during approach
   b. Builds desire for the item
2. Determine features and benefits which appeal to each customer
   a. Observe
   b. Listen
   c. Question
3. Explain appropriate features/benefits
4. Evaluate customer reaction/response

SA-24
CTIB 004-4.03-01-02

VI. Product Demonstration

A. Definition—Demonstrating/Showing features and benefits of the product

SA-25; SA-26

B. Purposes
   1. Maintains customer interest
   2. Creates desire for ownership
   3. Gives proof of features and benefits
   4. Involves customer in the presentation
      a. People remember 10% of what they hear
      b. 50% of what they see
      c. 90% of what they participate in

SA-27

C. Product Selection
   1. Ask qualifying questions about use for the product
   2. Show popular or advertised items
   3. Start with medium-priced item; trade up or down
   4. Limit the number of items—usually 2 or 3
   5. Eliminate items customer does not like

D. Guidelines for Demonstration
   1. Handle the product with care/respect
      a. Shows that the product is special
      b. Shows how the salesperson feels about the product
   2. Display product features creatively
      a. Emphasize features that interest the customer
      b. Display one feature at a time
      c. Point out obvious features first
      d. Point out benefits
      e. Display products in attractive manner
   3. Question customer to determine interest/needs
      a. Ask their opinion of features
      b. Assists salesperson in demonstrating appropriate features

SA-28

   4. Use dramatic actions/showmanship
      a. Show the product in manner it is commonly used
      b. Show the product in an unusual manner
      c. Use imaginative or descriptive words/gestures
   5. Show the product in use
      a. Helps customers see the benefits
      b. Gives opportunity for customer involvement
   6. Involve the customer
      a. Appeal to the five senses
      b. Encourage customer participation

SA-29

   7. Use a descriptive, accurate vocabulary
      a. Describe features as they are demonstrated
      b. Emphasize positive features of product
      c. Avoid generalities
      d. Avoid words that devalue, such as "cheap"
      e. Avoid overused adjectives, such as "nice"
      f. Avoid technical terms without explanation
      g. Be honest and sincere

8. Show enthusiasm for product
   a. Words and actions
   b. Facial and body gestures
   c. Good eye contact
9. Anticipate interruptions
   a. Interruptions are likely to occur
   b. Welcome and answer customer questions
   c. Location of demonstration may affect interruptions
   d. Return to customer as soon as possible
   e. Review selling points briefly; then continue
10. Use selling aids
   a. Audio-visual aids
   b. Models
   c. Photographs, drawings
   d. Graphs, charts, specifications
   e. Reprints of product studies
   f. Warranties
   g. Testimonials and case histories
   h. Samples — SA-30
11. Practice the demonstration
   a. Demonstrate product in usual manner
   b. Demonstrate product in unusual manner
   c. Prepare feature-benefit charts
   d. List actions to be demonstrated for features
   e. Practice verbal comments for each feature — SA-31; SA-32; CTIB 004-4.04-01-02

V. Customer/Client Objections

A. Determine If Objection Or Excuse — SA-33; SA-34
   1. Objection—concern or hesitation; reasons for not buying
      a. Real objection—sincere concerns expressed verbally
      b. Hidden objections—objection not readily voiced
   2. Excuse—usually insincere statement to cover up a real reason for not buying — SA-35

B. Welcome Objections
   1. Indicate interest in the sale
   2. Accept objections with positive attitude
   3. Answer in pleasant voice

C. Types of Objections
   1. Product
   2. Place
   3. Price
   4. Time
   5. Quantity
   6. Need — SA-36

D. Methods/Techniques for Handling Objections
   1. Yes, but technique
      a. Is most widely used method
      b. Acknowledges objection, then answers it
      c. Calms emotions
      d. Clears misunderstandings

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2. Direct-denial method
   a. Is poorest method
   b. Is a direct attack on customer opinion
   c. May be used when customer has been prepared for response by using empathy
3. Superior-point method (point-counterpoint; counter-balance)
   a. Admits the customer has made a good point
   b. Offers superior point to outweigh the objection
4. Boomerang method
   a. Turns the objection into a selling point
   b. Tosses the objection back as a reason to buy
5. Question method
   a. Uses questions to explore objections
   b. Reveals the features/benefits that are important to the customer
6. Demonstration method
   a. Shows the customer the objection is wrong without having to say so
   b. Salesperson gives demonstration, then makes a positive sales statement and continues presentation
7. Third—party method
   a. Refers to testimonial of neutral third party
   b. Avoids offending the customer
8. Close-on-an-objection method
   a. Involves an objection which may be a buying signal
   b. Answers question or statement dealing with ownership
   c. Close is attempted

SA-37

E. Procedures for Handling Objections
   1. Listen carefully
   2. Pause before answering
   3. Empathize with customer
   4. Restate objections
   5. Avoid arguments
   6. Turn objections into selling points
   7. Answer objections honestly and continue selling

SA-38; SA-39; SA-40
CTIB 004-4.05-01-02

VI. Closing the Sale

A. Purpose—Lead customer to conviction and action

SA-41; SA-42; SA-43

B. Make the Buying Decision Easier
   1. Do not show additional merchandise
   2. Narrow the selection
   3. Help customer visualize ownership
   4. Ask customer to buy
   5. Be confident
   6. Overcome buying resistance

C. Buying Signals
   1. Facial expressions
   2. Certain types of objections
   3. Agreement with sales statements
   4. Actions or movements indicating interest
   5. Questions or comments about the merchandise

SA-44

D. Trial Close
   1. First attempt to see if customer is ready to buy
   2. Given in form of a question
   3. Helps to determine customer interest
   4. Continue with presentation if unsuccessful

E. Closing Techniques
   1. Ask-your-customer-to-buy close (direct close)
      a. Simplest
      b. Most natural
   2. Present-a-choice close — SA-45
   3. Assume-they-are-buying close (assumption close)
   4. Advantages-and-disadvantages close
   5. Premium close (bonus close)
   6. Last-chance-to-buy close
   7. Standing-room-only close
   8. Narrative or testimonial close
   9. Objection close
   10. Suggest-related-merchandise close
   11. Other closing techniques
      a. Credit
      b. Delivery
      c. Conditional
      d. Exclusive-line-of-merchandise
      e. Price
      f. Trial order
      g. Summary
      h. Minor-points
      i. Contingent
      j. Suggesting-ownership
      k. Silence — SA-46; SA-47

F. Closing Errors
   1. Negative statements/close
   2. Offering unsatisfactory substitutes
   3. Scare tactics
   4. Dishonesty
   5. Rushing customers into a hasty decision — SA-48

G. Guidelines for Closing Sales
   1. Use appropriate closing technique
   2. Maintain a positive attitude
   3. Display self-confidence
   4. Avoid negative closes
   5. Don't oversell
   6. Leave the customer feeling good about his/her decision
   7. Always be ready to close — SA-49; SA-50; SA-51
      CTIB 004-4.06-01-02

VII. Suggestion Selling

A. Definition—A selling technique that gives the customer a buying idea leading to the purchase of additional merchandise — SA-52; SA-53

B. Purposes — SA-54
   1. More profit
   2. More commission
   3. Customer service/satisfaction — SA-55

C. Types of Suggestions
   1. Related merchandise
      a. Most common method of suggestion selling
      b. Items always relate in some way
   2. New merchandise
   3. Larger quantities of merchandise
   4. Better quality/higher priced merchandise—trading up
      a. Will customer benefit from better quality?
      b. Point out similar features in both
      c. Point out additional features/benefits to justify cost
      d. Do not infer one item is poor quality, cheap or inferior
      e. Do not use pressure tactics
   5. Merchandise specials
   6. Merchandise for special occasions
      a. Seasonal
      b. Sporting goods
      c. Holidays
      d. Special events
   7. New uses of products — SA-56

D. Techniques for Making Suggestions
   1. Satisfy the customer's original request first
      a. Wait until buying decision for first item is made
      b. Make suggestion before original item is paid for and wrapped
   2. Suggest items with the customer's needs in mind
      a. Offer items the customer needs and wants
      b. Make suggestions sincere and as a service to the customer
   3. Make positive and specific suggestions
   4. Show and demonstrate the suggested item
      a. Get the customer involved
      b. Show picture if merchandise is not available — SA-57; SA-58; SA-59

E. Close the sale — CTIB 004-4.07-01-02

VIII. Wrapping/Packing Products

A. Wrapping — SA-60; SA-61
   1. Purposes
      a. Protects products from damage, dust, or dirt
      b. Adds a finishing touch to the sale
      c. Improves appearance of the purchased items
      d. Provides proof of purchase/security
   2. Wrapping supplies
      a. Boxes
      b. Bags
      c. Wrapping paper
      d. Scissors
      e. Tape

f. String/cord
g. Package labels
h. Gift wrap items

3. Procedures for wrapping
   a. Arrange wrapping desk for convenience
   b. Select appropriate wrapping material
   c. Use wrapping technique suitable for merchandise
   d. Use wrapping to last until package arrives at destination
   e. Cut wrapping paper large enough to cover the item completely
   f. Use proper amount of paper, tape, or ribbon
   g. Fold edges of paper neatly
   h. Wrap the package in a reasonable amount of time
4. Types/Techniques of wrapping
   a. Bagging — SA-62
   b. Wrapping a box — SA-63
   c. Wrapping odd-shaped items
   d. Gift wrapping
5. Successful wrapping features
   a. Appearance
   b. Durability
   c. Suitability
   d. Speed — SA-64

B. Packing—Enclosing items in protective material inside a packing or gift box

1. Purposes
   a. Prevents damage
   b. Improves appearance of purchase
2. Packing supplies
   a. Packing boxes
   b. Gift boxes
   c. Cushioning material to eliminate air space
   d. Gummed tape
3. Types of merchandise packing
   a. Small, fragile items
   b. Large, fragile items
   c. Soft, delicate goods
   d. Jewelry
   e. Gifts
4. Manufacturer's prepack
5. Packing decisions
   a. Need for packing
   b. Delivery to destination
6. Packing procedures
   a. Select appropriate box
   b. Prepare the merchandise
   c. Use appropriate cushioning materials/tissue
   d. Tape the box top, flaps, or side edges — SA-65
7. Packing errors
   a. Improper box
   b. Improper cushioning/wrapping
8. Successful packing features
   a. Arrival at destination in perfect condition
   b. Merchandise looks its best when removed from box at destination

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C. Responsibility for Wrapping/Packing
   1. Salespersons
   2. Special personnel
      a. Gift wrapping
      b. Mailing
      c. Shipping
   3. Central wrap station personnel
   4. Manufacturer prepacks
   5. Pick-up counter attendants
   6. Checker-cashiers
   7. Bagboys/customer service clerks

SA-66
CTIB 004-4.08-01-02

IX. Follow-Up Techniques

A. Encourage Repeat Business

SA-67

   1. Explain use of/care for the item
   2. Reassure the customer he/she will be satisfied with the item
      a. Choose appropriate basis of reassurance statement
      b. Use statement to help customer feel he/she has made a wise buying decision
   3. Thank the customer—even in a no-sale situation
   4. Use the customer's name
   5. When appropriate, invite the customer to visit other departments for specific reasons
   6. Invite the customer to return again

B. Written Communication
   1. Thank-you letter/note
      Examples:
      a. Furniture purchases
      b. Major appliance purchases
      c. Insurance policies
   2. Letter regarding service contracts/plans
   3. Express desire to be of future assistance

C. Recordkeeping
   1. Fully complete each transaction
   2. Take care of hastily made notations
   3. Make needed notes in customer/client file

D. Housekeeping
   1. Return all unpurchased items to proper location
   2. Straighten work station/wrap counter

CTIB 004-4.09-01-02

STUDENT ACTIVITIES

STEPS OF A SALE

Read ***Selling—Helping Customers Buy*** (PR-2), pages 107-116.	SA-1
Read ***Selling—LAP 101*** (PR-8).	SA-2
Watch ***F.U.D.*** (AV-1)—"Approach and Greeting."	SA-3
Complete ***Jeffrey's*** (PR-6) Mini-Simulation 2, Incident 5, pages 92-94.	SA-4
In ***Selling Sales Training Manual*** (PR-3), complete Activities A and B, pages 37-38.	SA-5
In ***Selling—Helping Customers Buy*** (PR-2), complete Activity A, page 117.	SA-6
In ***Selling—LAP 101*** (PR-8), complete "Approach Identification" on page 11 and "When to Approach—Review Questions" on page 15.	SA-7
In ***Selling Sales Training Manual*** (PR-3), complete "Study Guide," pages 35-36.	SA-8
In ***Selling—LAP 101*** (PR-8), complete "Open the Sale" on page 19.	SA-9
Complete "Opening A Sale" on page D-18.	SA-10
In ***Selling—Helping Customers Buy*** (PR-2) read chapter 8, pages 119-140.	SA-11
Read ***Selling—LAP 114*** (PR-8).	SA-12
In ***Selling—LAP 114*** (PR-8), complete "Review Questions" on page 9.	SA-13
In ***Selling Sales Training Manual*** (PR-3), complete Activity C, pages 44-45.	SA-14
Complete ***Jeffrey's*** (PR-6) Mini-Simulation 2, Incident 6, pages 96-97.	SA-15
In ***Selling—LAP 114*** (PR-8), complete "Does Darlene Have A Dilemma?", pages 37-38.	SA-16
In ***Selling Sales Training Manual*** (PR-3), complete "Study Guide", pages 41-42.	SA-17
Complete "Questioning" on page D-19.	SA-18
In ***Selling—Helping Customers Buy*** (PR-2), read chapter 9, pages 143-161.	SA-19
Read ***Selling—LAP 113*** (PR-8).	SA-20

Watch ***F.U. D.*** (AV-1)—"Selling Features and Benefits and Handling Objections." SA-21

In ***Selling Sales Training Manual*** (PR-3), complete Activities A and B, pages 49-50. SA-22

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity C, page 162. SA-23

Complete "Feature-Benefit Selling" on page D-20. SA-24

In ***Selling—Helping Customers Buy*** (PR-2), read chapter 10, pages 163-179. SA-25

Read ***Selling—LAP 103*** (PR-8). SA-26

In ***Selling—LAP 103*** (PR-8), complete "True or False?" on page 5. SA-27

In ***Selling Helping Customers Buy*** (PR-2), complete Activity A, page 180. SA-28

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity B, page 180. SA-29

Have students complete the following situation: SA-30

SITUATION: You have been asked by your supervisor to give a sales demonstration on a new car to the Marketing Education class at Greaven High School. During the classroom segment of your presentation, you will want to use selling aids. Prepare the selling aid(s) for the auto. Use the auto of your choice.

In ***Selling—LAP 103*** (PR-8), complete "Crossmatch!" on page 19. SA-31

In ***Selling—LAP 103*** (PR-8), complete "Conducting the Product Demonstration, pages 20-23. SA-32

In ***Selling—Helping Customers Buy*** (PR-2), read chapter 11, pages 181-202. SA-33

Read ***Selling LAP 100*** (PR-8). SA-34

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity A, page 204. SA-35

In ***Selling—LAP 100*** (PR-8), complete "Methods Match" on page 17. SA-37

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity D, page 205. SA-38

Complete ***Jeffrey's*** (PR-6) Mini-Simulation 2, Incident 8, pages 101-102. SA-39

In ***Selling—LAP 100*** (PR-8), complete "Handling Objections Case Study" on page 22. Use ***Handling Objections Evaluation Form*** on page D-21. SA-40

In ***Selling—Helping Customers Buy*** (PR-2), read chapter 12, pages 206-228. SA-41

Read ***Selling—LAP 107*** (PR-8). SA-42

Watch ***F. U. D.*** (AV-1)—"Closing and Customer Service." SA-43

In ***Selling—Helping Customers Buy*** (PR-2), complete Activities A and C, pages 229-230. SA-44

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity D, page 230. SA-45

In ***Selling—LAP 107*** , complete "Closing Techniques," page 13. SA-46

In ***Selling Sales Training Manual*** (PR-3), complete Activity A, pages 63-64. SA-47

In ***Selling—Helping Customers Buy*** (PR-2), complete Activity E, page 230. SA-48

In ***Selling—LAP 107*** (PR-8), complete "Close It" on page 14. SA-49

In ***Selling—LAP 107*** (PR-8), complete "Can You Close This Sale?", pages 18-22. SA-50

Complete ***Jeffrey's*** (PR-6) Mini-Simulation 2, Incident 9, pages 103-104. SA-51

In ***Selling—Helping Customers Buy*** (PR-2), read chapter 13, pages 231-248. SA-52

Read ***Selling—LAP 110*** (PR-8). SA-53

Watch ***F. U. D.*** (AV-1)—"Suggestive and Alternate Selling." SA-54

In ***Selling Sales Training Manual*** (PR-3), complete Activity B on page 69. SA-55

In ***Selling Sales Training Manual*** (PR-3), complete "Study Guide" on page 68. SA-56

In ***Selling—LAP 110*** (PR-8), complete "Suggestion Sell" on pages 12 and 17. SA-57

In ***Selling—LAP 110*** (PR-8), complete "What to Suggest?" on page 15. SA-58

Complete ***Jeffrey's*** (PR-6) Mini-Simulation 2, Incident 10, pages 105-106. SA-59

Read ***Selling—LAP 105*** (PR-8). SA-60

In ***Cashier Clerk*** (PR-4), read "Packing the Customer's Order" on pages 98-99. SA-61

The teacher should obtain a variety of grocery store items and bags of different sizes. Choose students to demonstrate proper bagging techniques. Or invite a training sponsor to talk with the class and give this demonstration. SA-62

The teacher should use as a handout for students page 41, "Wrapping It," from the Teacher Copy of ***Selling—LAP 105*** (PR-8). Demonstrate wrapping a box, tying a string, and wrapping an odd-shaped item, or select a student to do each demonstration. SA-63

Set up wrap stations for students to demonstrate their skill in wrapping packages. Pair students in teams with one wrapping and the other evaluating the work. Then have students reverse roles. Give each student the ***Wrapping Evaluation Form*** on page D-22. SA-64

The teacher should secure merchandise to demonstrate how to package the following items: (1) small, fragile items, (2) large, fragile items, (3) soft, delicate goods (4) jewelry, and (5) gifts. As the demonstrations are performed, guide students through handout copies of page 105, "Packing It," from ***Selling—LAP 105*** (PR-8), Teacher Copy. SA-65

In ***Selling—LAP 105*** (PR-8), complete "Observing Packing and Wrapping Procedures," page 45. SA-66

In ***Selling—Helping Customers Buy*** (PR-2), read "Giving Reassurance to Your Customers," pages 247-248. SA-67

OPENING A SALE
CASE PROBLEM

A customer enters the pet shop and goes to the puppy cages. You have two pekingese, a cocker spaniel, a poodle, and an Eskimo spitz. The customer stops, looking at the cocker spaniel and the poodle. Write a brief script to explain how you would open the sale, including the five procedures for opening a sale in ***Selling—LAP 101*** .

EVALUATION FORM

INSTRUCTIONS: Rate each student individually, using a separate form for each. Total the points; then place that total in the space provided below. Circle only one number for each of the items listed on the left side.

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Establish readiness to approach?					
a. Observe customer?	10	9 8	7 6	5 4 3	2 1 0
b. Stop all personal activities?	10	9 8	7 6	5 4 3	2 1 0
c. Exhibit friendly welcome?	10	9 8	7 6	5 4 3	2 1 0
d. Give precedence to customer over non-selling activities?	10	9 8	7 6	5 4 3	2 1 0
2. Use appropriate timing?					
a. Consider nature of business?	5	4	3	2	1 0
b. Observe company policies, if any?	5	4	3	2	1 0
c. Observe customer cues?	5	4	3	2	1 0
d. Approach at appropriate time?	5	4	3	2	1 0
e. Acknowledge all waiting customers?	5	4	3	2	1 0
3. Exhibit appropriate human relations skills?					
a. Approach respectfully and courteously?	5	4	3	2	1 0
b. Exhibit enthusiasm?	5	4	3	2	1 0
c. Show a sincere, friendly interest in helping customer?	5	4	3	2	1 0
4. Use appropriate opening statement?	10	9 8	7 6	5 4 3	2 1 0
5. Provide easy transition to determine customer moods?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

QUESTIONING

INSTRUCTIONS TO TEACHER: Secure a variety of grocery items. Allow 5-10 minutes for students to select an item and prepare a roleplay sales situation in which they will demonstrate their questioning skill. You (or another student) may play the customer role. Use the Evaluation Form provided.

INSTRUCTIONS TO STUDENTS: Your role is a salesperson. An undecided customer has entered your business. Use your prep time of 5-10 minutes to select an item with which you are familiar, study the merchandise, and plan your questions for the customer. Then demonstrate in a role-play situation your skill at questioning in order to help the customer decide to buy the item.

EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Maintain a sincere attitude or show interest?	10	9 8	7 6	5 4 3	2 1 0
2. Have a purpose for asking questions	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3. Word questions simply and directly?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4. Limit initial questions to materials, models/styles, and intended use?	10	9 8	7 6	5 4 3	2 1 0
5. Tailor questions to customer-type?	10	9 8	7 6	5 4 3	2 1 0
6. Choose products to show based on customer response to questions?	10	9 8	7 6	5 4 3	2 1 0
7. Continue sales conversation using more direct and specific questions, pauses, and statements of interest?	10	9 8	7 6	5 4 3	2 1 0
8. Use interpretive questions to check understanding?	10	9 8	7 6	5 4 3	2 1 0
9. Encourage the customer to ask questions?	10	9 8	7 6	5 4 3	2 1 0

103

Total Score _____

FEATURE-BENEFIT SELLING

You are a salesperson in the automotive department of a major chain store. The local high school principal comes in and expresses interest in new tires.

1. Prepare a feature-benefit chart to help you with the selling situation. Use the information below.

   Roadhandler Tires

   *45,000 mile warranty *Made by Michelin; backed by Sears
   *Designed and built by Michelin, the foremost maker of radial tires in the world
   *The RoadHandler 45 features a unique modern block all-season tread designed for superb traction under most road conditions *Steel belts provide excellent impact resistance and long wear *Radial construction *Tubeless *Whitewall with black outline letters
   *Save 30% to 35%—Low as $39.99 for 13-inch; $59.99 for 14-inch; $69.99 each for 15-inch
2. Write a script for the situation. Use the feature-benefit chart. Your teacher will use a feature-benefit evaluation form to check your work. (This activity can be performed as a role play situation rather than a written script.)

EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Determine which features and benefits appealed to the customer by:					
a. Listening to customer?	10	9 8	7 6	5 4 3	2 1 0
b. Asking appropriate questions?	10	9 8	7 6	5 4 3	2 1 0
c. Looking at customer?	10	9 8	7 6	5 4 3	2 1 0
2. Explain appropriate features and benefits to customer by:					
a. Emphasizing the features and benefits of interest to customer?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
b. Using descriptive phrases?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
c. Translating technical features into easily understood benefits?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
d. Stressing benefits?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3. Judging the customer's reactions? (Either proceeded to next step or adjusted sales presentation)	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

HANDLING OBJECTIONS CASE STUDIES
EVALUATION FORM

		Excellent	Above Average	Average	Fair	Poor
Evaluate the salesperson in the following areas:						
1.	Overall attitude	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
2.	Empathy for the customer	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3.	Allowed the customer to state objections	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4.	Turned objection(s) into selling points	20 19	18 17 16 15	14 13 12 11	10 9 8 7 6	5 4 3 2 1 0
5.	Answered the customer's objections	20 19	18 17 16 15	14 13 12 11	10 9 8 7 6	5 4 3 2 1 0
6.	Used proper technique/method for handling objection	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0

Total Score _____

WRAPPING
EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
Evaluate the salesperson in the following areas:					
1. Suitability					
a. Wrapping right for the purpose	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
b. Correct wrapping material used	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
2. Durability					
Wrapping strong enough to reach its destination safely	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3. Appearance					
a. Wrapping paper large enough to cover the item completely	10	9 8	7 6	5 4 3	2 1 0
b. Correct amount of paper, tape, and/or twine used	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
c. Edges of the paper folded neatly	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4. Speed					
Package wrapped in a reasonable amount of time	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0

Total Score _____

EVALUATION MEASURES

STEPS OF A SALE

COMPETENCY GOAL 4: The learner will demonstrate knowledge of steps involved in the sales process.

COMPETENCY OBJECTIVE 4.01: Open the sales presentation.

TEST ITEM 004-4.01-01

INSTRUCTIONS TO STUDENTS: Read the following situations. Identify the type of approach to be used for each and write your opening statement.

1. A fellow student, Sam, is looking at a Sears DieHard rechargeable flashlight/lantern.

   Type of approach:
   Opening Statement:

2. A lady enters your shoe department briskly at 12:30 pm.

   Type of approach:
   Opening Statement:

3. A regular customer, Mrs. Moore, has just returned from a Caribbean cruise and is looking at newly arrived designed dresses.

   Type of approach:
   Opening Statement:

4. You are helping a customer with a coat for her son and Mrs. Stewart approaches and pauses to look at ski jackets.

   Type of approach:
   Opening Statement:

5. A customer whom you don't know enters your department and smiles when you walk toward him.

   Type of approach:
   Opening Statement:

TEST ITEM 004-4.01-02

INSTRUCTIONS TO STUDENTS: Assume the role of salesperson in a local bookstore. A customer approaches a shelf and begins looking at a couple of novels. During your presentation with this person, another customer enters and approaches the area you are in.

Write a brief script to explain how you would open the sale, including the five procedures for opening a sale in ***Selling—LAP 101*** .

(**Note to Teacher:** You may choose to have students roleplay rather than using a written script. Use the ***Opening the Sale Evaluation Form*** on the next page for either method.)

OPENING THE SALE
EVALUATION FORM

INSTRUCTIONS: Rate each student individually, using a separate form for each. Total the points; then place that total in the space provided below. Circle only one number for each of the items listed on the left side.

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Establish readiness to approach?					
a. Observe customer?	10	9 8	7 6	5 4 3	2 1 0
b. Stop all personal activities?	10	9 8	7 6	5 4 3	2 1 0
c. Exhibit friendly welcome?	10	9 8	7 6	5 4 3	2 1 0
d. Give precedence to customer over non-selling activities?	10	9 8	7 6	5 4 3	2 1 0
2. Use appropriate timing?					
a. Consider nature of business?	5	4	3	2	1 0
b. Observe company policies, any?	5	4	3	2	1 0
c. Observe customer cues?	5	4	3	2	1 0
d. Approach at appropriate time?	5	4	3	2	1 0
e. Acknowledge all waiting customers?	5	4	3	2	1 0
3. Exhibit appropriate human relations skills?					
a. Approach respectfully and courteously?	5	4	3	2	1 0
b. Exhibit enthusiasm?	5	4	3	2	1 0
c. Show a sincere, friendly interest in helping customer?	5	4	3	2	1 0
4. Use appropriate opening statement?	10	9 8	7 6	5 4 3	2 1 0
5. Provide easy transition to determine customer moods?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.02: Question/Probe for information.

TEST ITEM 004-4.02-01

INSTRUCTIONS TO STUDENTS: Answer the following questions.

1. Why should the number of questions be limited?
2. Name the three appropriate types of information for initial questions.
3. Name two inappropriate question topics.
4. What are the purposes in questioning the customer?
5. Why should customers be encouraged to ask questions?

TEST ITEM 004-4.02-02

Note to Teacher: Secure a variety of items sold by businesses in which your students work or have career interests. Allow students 5-10 minutes to select an item and prepare for a roleplay sales situation in which they will demonstrate their questioning skill. You or another student may play the customer role. Use the ***Questioning Evaluation Form*** on the next page.

INSTRUCTIONS TO STUDENTS: Your role is a salesperson. An undecided customer has entered your business. In a roleplay situation, demonstrate your skill at questioning in order to help the customer decide to buy an item. You will have 5-10 minutes of prep time in which to select items with which you are familiar, study the merchandise, and plan your questions.

QUESTIONING EVALUATION FORM

		Excellent	Above Average	Average	Fair	Poor
How well did the participant:						
1.	Maintain a sincere attitude or show interest?	10	9 8	7 6	5 4 3	2 1 0
2.	Have a purpose for asking questions	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3.	Word questions simply and directly?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4.	Limit initial questions to materials, models/styles, and intended use?	10	9 8	7 6	5 4 3	2 1 0
5.	Tailor questions to customer-type?	10	9 8	7 6	5 4 3	2 1 0
6.	Choose products to show based on customer response to questions?	10	9 8	7 6	5 4 3	2 1 0
7.	Continue sales conversation using more direct and specific questions, pauses, and statements of interest?	10	9 8	7 6	5 4 3	2 1 0
8.	Use interpretive questions to check understanding?	10	9 8	7 6	5 4 3	2 1 0
9.	Encourage the customer to ask questions?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.03: Use Feature-benefit selling.

TEST ITEM 004-4.03-01

INSTRUCTIONS TO STUDENTS: To demonstrate your skill in using feature-benefit selling, prepare a feature-benefit chart for Visions Rangetop Cookware 1 1/2-quart covered saucepan (V-1 1/2-N).

FULL TEN YEAR WARRANTY VISIONS® COOKWARE

Corning promises to replace any VISIONS cookware bowl that breaks from hot or cold temperatures within ten years from date of purchase.

FULL TWO YEAR WARRANTY GLASS COVERS

In addition, Corning promises to replace any glass cover accompanying your VISIONS cookware that breaks from heat within two years from date of purchase.

FULL ONE YEAR WARRANTY DEFECTIVE PARTS

Any part with a manufacturing defect will be replaced, without charge within one year from date of purchase.

For these warranties to apply, the owner must follow the use and care instructions provided at the time of purchase.

In order for a replacement to be made, product must be returned to a VISIONS products dealer.

If service is not available locally, keep the product and write:
Crown Services
Consumer Service for Corning Glass Works
P.O. Box C
Waynesboro, Virginia 22980

These warranties give you specific legal rights, and you may also have other rights which vary from state to state.

RANGETOP COOKING WITH YOUR VISIONS SAUCEPAN

1. Once the contents have started to cook or boil, turn the heat DOWN to a gentle simmer. (It's easy to see the cooking action!)
2. VISIONS cookware retains heat. The contents will continue to cook for several minutes after you have turned off the heat. The retained heat keeps food warm for serving.
3. With foods that require a short cooking time such as sauces, once you've reached cooking temperature, TURN THE HEAT OFF.
4. Bring covered rangetop saucepan to cooking temperature on medium-high or medium, then lower the heat to maintain a gentle simmer.

VISIONS® RANGETOP COOKWARE USE & CARE

Please save this folder for future reference.

COOKING WITH VISIONS COOKWARE IS VISIBLY SUPERIOR YET VISIBLY DIFFERENT

VISIONS cookware is extremely versatile. It can be taken straight from the freezer to the top of your gas or electric range, and then immediately be put to soak. It's ideal for microwave too!

The material in VISIONS cookware is different! Once heated to a high temperature, the material will stay hot, cooling slowly even after the heat is lowered. This ability to retain heat means you can turn the heat off before the contents are cooked — the cooking process will continue, saving valuable energy. Since the unique properties of VISIONS cookware represent an entirely new cooking concept, it may be necessary to make some adjustments in the way you use your cookware. Here are some hints for successful cooking with beautiful VISIONS cookware.

VISIONS, PYREX and CORNING are Registered Trademarks of Corning Glass Works, Corning, New York 14831.

LC-1099-C CORNING 12/86 PAH

V-1½-N 1½-qt Covered Saucepan
Cook a 10 oz. package of frozen vegetables. Heat one can of condensed soup.

TEST ITEM 004-4.03-02

Note to Teacher: You may choose to evaluate the student in a roleplay situation rather than using a written script. If so, provide the cookware for use in the event. Use ***Feature-Benefit Selling Evaluation Form*** below.

INSTRUCTIONS TO STUDENTS: Using the feature-benefit chart prepared in Test Item 004-4.03-01, write a script for (or roleplay) the following situation. Your teacher will use a ***Feature-Benefit Selling Evaluation Form*** to check your work.

SITUATION: Sonya Travis is leaving for college in two weeks. She is buying a few items to use in her apartment kitchen. She and another girl will share the apartment.

FEATURE-BENEFIT SELLING EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Determine which features and benefits appealed to the customer by:					
a. Listening to customer?	10	9 8	7 6	5 4 3	2 1 0
b. Asking appropriate questions?	10	9 8	7 6	5 4 3	2 1 0
c. Looking at customer?	10	9 8	7 6	5 4 3	2 1 0
2. Explain appropriate features and benefits to customer by:					
a. Emphasizing the features and benefits of interest to customer?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
b. Using descriptive phrases?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
c. Translating technical features into easily understood benefits?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
d. Stressing benefits?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3. Judging the customer's reactions? (Either proceeded to next step or adjusted sales presentation)	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.04: Demonstrate the product.

TEST ITEM 004-4.04-01

INSTRUCTIONS TO STUDENTS: From the products listed below, select one with which you are familiar. Answer the following questions.

Swatch watch
Reebok shoes
Solar calculator
Fishing rod and reel
Music box
Small kitchen appliance (your choice)

1. List three questions to ask the customer in order to determine which product features to demonstrate.

2. List three ways you can demonstrate the product's features.

3. List two ways the customer can be involved in the product demonstration.

4. Prepare a feature-benefit chart listing at least three features and a benefit for each feature.

5. How would you handle an interruption by another customer approaching during your presentation?

TEST ITEM 004-4.04-02

INSTRUCTIONS TO STUDENTS: Using the information you listed in Test Item 004-4.04-01, write a script of (or roleplay) your product demonstration. If the roleplay method is used, use the actual product in your demonstration. Your teacher will use a ***Product Demonstration Evaluation Form*** to check your work.

Note to Teacher: You may choose to have the student roleplay the product demonstration with another student rather than preparing a written script. You, or a student, should interrupt in the role of another customer, someone calling the salesperson to the telephone, a fussing child, etc. Actual merchandise should be used if possible. Use ***Product Demonstration Evaluation Form*** on the next page.

PRODUCT DEMONSTRATION EVALUATION FORM

		Excellent	Above Average	Average	Fair	Poor
How well did the participant:						
1.	Handle the product with respect?	10	9 8	7 6	5 4 3	2 1 0
2.	Creatively display the product?	10	9 8	7 6	5 4 3	2 1 0
3.	Question the customer to determine the customer's interest?	10	9 8	7 6	5 4 3	2 1 0
4.	Use dramatic actions?	10	9 8	7 6	5 4 3	2 1 0
5.	Show the product in use?	10	9 8	7 6	5 4 3	2 1 0
6.	Involve the customer?	10	9 8	7 6	5 4 3	2 1 0
7.	Use a descriptive, accurate vocabulary?	10	9 8	7 6	5 4 3	2 1 0
8.	Show enthusiasm for the product?	10	9 8	7 6	5 4 3	2 1 0
9.	Handle interruptions?	10	9 8	7 6	5 4 3	2 1 0
10.	Use selling aids appropriately and effectively?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.05: Handle customer/client objections.

TEST ITEM 004-4.05-01

INSTRUCTIONS TO STUDENTS: Select a product and complete the following information about customer objections. Identify a possible type of objection; write a possible customer statement of that type of objection; and write a suggested salesperson's response in effectively handling the objection.

EXAMPLE: Product—Magazine subscription
Type of objection—Time
Customer statement—"I think I'll wait until later."
Salesperson's response—"Mrs. Jones, I'm sure you are already receiving some of the titles listed on our order form. We can honor any special rate offers you may have for renewing your current subscriptions."

Product

Type of Objection

Customer Statement

Salesperson's Response

TEST ITEM 004-4.05-02

INSTRUCTIONS TO STUDENTS: Assume the role of a salesperson in a department store. A customer is looking at an item of merchandise (supplied by your teacher) and expresses an objection. You will be evaluated on your ability to effectively handle the objection in a roleplay situation.

Note to Teacher: Provide merchandise for the students to use as they roleplay handling an objection. You may choose to evaluate the students individually, roleplay in the classroom, or ask a training station sponsor to help with the evaluation. You may include a variety of objections (price, product, place, time, quantity, need). Use ***Handling Objections Evaluation Form*** on the next page.

HANDLING OBJECTIONS
EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Listen carefully to customer objection?	10	9 8	7 6	5 4 3	2 1 0
2. Pause before answering?	10	9 8	7 6	5 4 3	2 1 0
3. Empathize with customer?	10	9 8	7 6	5 4 3	2 1 0
4. Restate the objection?	10	9 8	7 6	5 4 3	2 1 0
5. Avoid argument with customer?	10	9 8	7 6	5 4 3	2 1 0
6. Turn objection into selling point?	10	9 8	7 6	5 4 3	2 1 0
7. Answer objection honestly and straight forward?	10	9 8	7 6	5 4 3	2 1 0
8. General evaluation					
a. Display appropriate attitude toward customer objection?	5	4	3	2	1 0
b. Let customer talk?	5	4	3	2	1 0
c. Not interrupt customer?	5	4	3	2	1 0
d. Show preparation for objection?	5	4	3	2	1 0
e. Give complete answers to objection?	5	4	3	2	1 0
f. Show self-confidence in handling the customer's objection?	5	4	3	2	1 0

Total Score _____

COMPETENCY OBJECTIVE 4.06: Close the Sale

TEST ITEM 004-4.06-01

INSTRUCTIONS TO STUDENTS: For the following closing techniques, select a product and write the closing statement(s) for each technique.

1. Ask-your-customer-to-buy (direct) close

   Product:
   Closing statements(s):

2. Narrative or testimonial close

   Product:
   Closing statements(s):

3. Assumption close

   Product:
   Closing statements(s):

4. Suggest-related-merchandise close

   Product:
   Closing statements(s):

5. Choice close

   Product:
   Closing statements(s):

TEST ITEM 004-4.06-02

INSTRUCTIONS TO STUDENTS: You are to demonstrate your skill at closing a sale in a role-play situation. To do this, prepare a sales presentation for a product/service of your choice. Prepare a complete sales presentation since the close can come at any time during the presentation. However, your evaluation will center around the close rather than other steps of a sale. At the conclusion of your presentation, identify the closing technique(s) used in the presentation.

Note to Teacher: Roleplay situation—or ask the students to write a script of the sales presentation/close. Use ***Closing the Sale Evaluation Form*** on next page.

CLOSING THE SALE
EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Maintain a positive attitude toward the customer?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
2. Display self-confidence in asking customer to buy?	10	9 8	7 6	5 4 3	2 1 0
3. Recognize buying signals when given?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4. Avoid negative statements in closing?	10	9 8	7 6	5 4 3	2 1 0
5. Help customer decide on choice?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
6. Avoid overselling or being "pushy?"	10	9 8	7 6	5 4 3	2 1 0
7. Use an appropriate closing technique?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
8. Identify correct closing technique?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

_____Advantages/disadvantages
_____Ask-your-customer-to-buy
_____Assumption
_____Choice
_____Conditional
_____Contingent
_____Credit
_____Delivery
_____Exclusive-line-of-merchandise
_____Last-chance-to-buy
_____Minor-points
_____Narrative/testimonial
_____Objection
_____Premium (bonus)
_____Price
_____Silence
_____Standing-room-only
_____Suggesting-ownership
_____Suggest-related merchandise

COMPETENCY OBJECTIVE 4.07: Use suggestion selling.

TEST ITEM 004-4.07-01

INSTRUCTIONS TO STUDENTS: For each of the following items, identify products or services appropriate for suggestion selling.

	Product/Service	Suggestions
1.	Compact disc player	
2.	Parakeet	
3.	Airline ticket to Hawaii	
4.	Cordless vacuum cleaner	
5.	Linen tablecloth	
6.	Typewriter	
7.	Screwdriver set	
8.	Trailbike	
9.	Cross-stitch pattern book	
10.	Car wax	

TEST ITEM 004-4.07-02

INSTRUCTIONS TO STUDENTS: Select an item with which you are familiar. Roleplay a sales situation in which your customer has just decided to purchase that product. Use your suggestion selling skills to suggest appropriate item(s).

Note to Teacher: Obtain a variety of products representative of those sold by your students. Allow students 5-10 minutes to select a product and prepare to roleplay a suggestion selling situation. The customer role may be played by another student or by you. Evaluate each student by using the ***Suggestion Selling Evaluation Form*** on the next page.

SUGGESTION SELLING
EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
1. Satisfy customer's original request first by:					
a. Waiting until first buying decision is made?	5	4	3	2	1 0
b Making suggestion before original item is paid for and wrapped?	5	4	3	2	1 0
2. Suggest items with the customer's needs in mind?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
3. Make sincere suggestions as a service to the customer?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
4. Make suggestions in a positive manner?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
5. Make specific suggestions?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
6. Show/Demonstrate the suggested item?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0
7. Involve the customer?	15 14	13 12 11	10 9 8	7 6 5 4	3 2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.08: Wrap/package product.

TEST ITEM 004-4.08-01

INSTRUCTIONS TO STUDENTS: For each purchase item listed, place an "x" in the appropriate column(s) to indicate whether it needs packing for protection or for appearance. List your reasons for packing. Reasons include fragile, delicate, needs protection from certain damages such as breaking or scratching. Prepackaged items may have need for protection and should be noted as pre-packed in the **Reasons** column.

Purchased Item	Needs Packing for Protection	Needs Packing for Appearance	Reasons for Packing
1. Birthstone ring			
2. China placesetting for bridal shower			
3. Horseshoe set			
4. Cashmere sweater			
5. Porcelain figurine for graduation gift			

TEST ITEM 004-4.08-02

Note to Teacher: Students will need the following items:

*An item of merchandise to pack and to wrap
*Appropriate cushioning materials
*Appropriate wrapping paper
*String or ribbon
*Sealing tape and/or transparent tape
*Scissors
*Gift tags/labels

Suggestion #1: If your students are permitted to to gift wrapping on their jobs, you might want to observe/evaluate them at their training stations. Suggestion #2: If the DECA chapter gives Christmas gifts to someone, perhaps you could observe/evaluate students in this activity.

Evaluate each student by using the ***Packing/Wrapping Evaluation Form*** on the next page.

INSTRUCTIONS TO STUDENTS: Demonstrate your skill in packing and wrapping merchandise for a gift. The setting may be the classroom or your training station. You teacher will use an evaluation form to check your work.

PACKING/WRAPPING EVALUATION FORM

	Excellent	Above Average	Average	Fair	Poor
How well did the participant:					
PACKING					
1. Use proper-size box?	10	9 8	7 6	5 4 3	2 1 0
2. Prepare merchandise for packing so it was not wrinkled or smudged?	10	9 8	7 6	5 4 3	2 1 0
3. Use appropriate cushioning material or tissue paper?	10	9 8	7 6	5 4 3	2 1 0
4. Tape top, flaps, or side edges of box?	10	9 8	7 6	5 4 3	2 1 0
WRAPPING					
5. Select appropriate wrapping material?	10	9 8	7 6	5 4 3	2 1 0
6. Use wrapping technique suitable for merchandise?	10	9 8	7 6	5 4 3	2 1 0
7. Cut wrapping paper large enough to completely cover the item?	10	9 8	7 6	5 4 3	2 1 0
8. Use proper amount of paper, tape, twine, or ribbon?	10	9 8	7 6	5 4 3	2 1 0
9. Fold edges of paper neatly?	10	9 8	7 6	5 4 3	2 1 0
10. Wrap package in a reasonable amount of time?	10	9 8	7 6	5 4 3	2 1 0

Total Score _____

COMPETENCY OBJECTIVE 4.09: Explain follow-up techniques.

TEST ITEM 004-4.09-01

INSTRUCTIONS TO STUDENTS: For each of the following situations, write a suitable reassurance statement for your customer.

Situation	Reassurance Statements
1. Mrs. Clanton purchased a stereo system for her daughter Charlene for Christmas.	
2. Mrs. Walker purchased a pink evening gown for Jan for the prom.	
3. Patrick ordered a baby rosebud corsage for his date for the prom.	
4. Mrs. Sparks purchased a new microwave oven.	
5. Alvin, a fellow student, purchased foglights for his car.	

TEST ITEM 004-4.09-02

INSTRUCTIONS TO STUDENTS: You are a salesperson at Justin Brothers Furniture. You just sold your teacher a solid walnut dining room suite. It included the table and six chairs and a hutch with lighted interior and glass shelves. Write a note of appreciation to your teacher for making this purchase from you.

Note to Teacher: DECA performance competitive events often involve personal selling situations. You may use these events as student activities or tests. Samples are found in the ***NC-DECA Handbook*** or may be ordered from DECA Related Materials.

KEY TO TEST ITEMS
STEPS OF A SALE

TEST ITEM 004-4.01-01
Opening statement answers will vary.
1. Merchandise
2. Service
3. Merchandise
4. Greeting
5. Greeting

A combination approach is also appropriate for any of these.

TEST ITEM 004-4.01-02
See ***Opening the Sale Evaluation Form.***

TEST ITEM 004-4.02-01
1. Too many questions may confuse the customers and make them feel uncomfortable.
2. Materials
   Style/model
   Intended use
3. Size of apparel
   Price
4. To obtain information from the customer.
   To determine the customer's wants and needs
   To make a sale
   To establish positive relationships with customers
   To encourages the customer to talk
   To satisfy customer needs
5. They can gain information to help in making buying decisions. This helps the salesperson gain more information about the customer's wants and needs and objections, and it helps to close the sale.

TEST ITEM 004-4.02-02
See ***Questioning Evaluation Form.***

TEST ITEM 004-4.03-01
Suggested answers:
Product: Visions Cookware—1 1/2 quart covered saucepan
1 1/2 quart size—will hold small packages of frozen food or small cans of food
Cooks on low heat—saves electricity; more economical
Retains heat—continues cooking after heat is lowered; keeps food warm for serving
Gas or electric range use—convenient; versatile
Oven and microwave use—convenient; versatile
Refrigerator and freezer use—convenient; versatile

TEST ITEM 004-4.03-02
See ***Feature-Benefit Selling Evaluation Form.***

TEST ITEM 004-4.04-01
Answers will vary.

TEST ITEM 004-4.04-02
See ***Product Demonstration Evaluation Form.***

TEST ITEM 004-4.05-01
Answers will vary depending on product selected. Type of objection should be one of the following: product, place, price, time, quantity, or need.

TEST ITEM 004-4.05-02
See ***Handling Objections Evaluation Form.***

TEST ITEM 004-4.06-01
Answers will vary.

TEST ITEM 004-4.06-02
See ***Closing the Sale Evaluation Form.***

TEST ITEM 004-4.07-01
Suggested answers include:
1. Discs; earphones
2. Bird feed; cage toys; book about bird care
3. Travel insurance
4. Vacuum bags; attachments
5. Napkins; centerpiece arrangement
6. Typewriter ribbons; paper
7. Toolbox; carrying case
8. Helmet
9. Material; thread, needles
10. Buffing cloth; tire/whitewall cleaner

TEST ITEM 004-4.07-02
See ***Suggestion Selling Evaluation Form.***

TEST ITEM 004-4.08-01

	Prot.	App.	Reason(s) for Packing
1.	x		Fragile; delicate
2.	x	x	Fragile; breakable; gift
3.			Not delicate or fragile; probably prepacked
4.	x		Delicate; fragile
5.	x	x	Fragile; breakable; gift

TEST ITEM 004-4.08-02
See ***Packing/Wrapping Evaluation Form***.

TEST ITEM 004-4.09-01
Answers will vary, but they should include the customer's name and reference to the purchased item.

TEST ITEM 004-4.09-02
Answers will vary.

REFERENCES

STEPS OF A SALE

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COMPETENCIES
SALES SUPPORTING ACTIVITIES

COMPETENCY GOAL 5: The learner will be able to understand basic sales supporting activities.

COMPETENCY OBJECTIVES:

5.01 Identify different types of sales forms and transactions.

5.02 Demonstrate/explain how to operate each register/P.O.S. terminal.

5.03 Explain how to use the various methods of customer payments.

5.04 Describe how to inspect for counterfeit/fraudulent payments.

5.05 Identify routine security procedures.

5.06 Explain how to use safety precautions.

5.07 Explain procedures for handling accidents.

5.08 Describe the nature of inventory control systems.

5.09 Explain how to organize a stock count.

5.10 Describe functions of store maintenance.

5.11 Demonstrate how to assemble, maintain, and dismantle displays.

5.12 Recognize common types of displays.

5.13 Explain how to process telephone orders.

CONTENT/TEACHING OUTLINE

SALES SUPPORTING ACTIVITIES

	PLANNING NOTES
I. Sales Forms	
A. Information on Form	
1. Date of purchase	
2. Customer's name and address	
3. Salesperson's identification	
4. Types of transactions	
5. Description of merchandise/service	
6. Pricing information	
B. Preparation of a Sales Form	
1. Sales book or sales register	
2. Organize routine	SA-1; SA-2
II. Sales Transactions	
A. Cash Sales	
1. Sales tax	
2. Computation of sales tax	SA-3
B. Charge Sales	
1. In store	
2. Credit card	SA-4
C. COD Sales	
1. Written as cash sale	
2. Written as charge-send	SA-5
D. Layaway Sales	
1. Why customers use	
2. How to record	SA-6; SA-7
E. Discount Sales	
1. Types of discount sales	
2. How to record discount sales	SA-8; SA-9 CTIB 005-5.01-01-02
III. Cash Register Operation	
A. Know Your Cash Register	
1. Amount keys	
2. Salesperson's identification keys	
3. Department or classification keys	
4. Transaction keys	
5. No-sale keys	
6. Correction key	
7. Sub-total, sales tax, and total keys	
8. Amount received and change due keys	SA-10; SA-11; SA-12

B. Other Cash Register Features
   1. Indication window
   2. Detail audit tape
   3. Autographic window
   4. Receipt tape slot and receipt printer
   5. Motor bar
   6. Cash drawer
   7. Change plate — SA-13; SA-14

IV. Handling Money

A. The Change Fund
   1. Definition
   2. "Odd" money
   3. Shortages and overages
   4. Handling new money — SA-15; SA-16
   5. "Buying" change

B. Making Correct Change
   1. Addition method
   2. Subtraction method
   3. Odd-cent transactions
   4. Incorrect change — SA-17; SA-18; SA-19; SA-20

C. Balancing the Cash Drawer
   1. Cashing out
   2. Forms
   3. Reporting shortages or overages — SA-21; SA-22; SA-23
      CTIB 005-5.02-01-02

V. Customer Payments

A. Cash
   1. Currency
   2. Check — SA-24

B. Change
   1. In store
   2. Credit card — SA-25; SA-26
      CTIB 005-5.03-01-02

VI. Counterfeiting/Fraudulent Payments

A. Counterfeit
   1. Money inspection
   2. Check inspection — SA-27; SA-28

B. Credit Cards
   1. Inspection procedures
   2. Authorization procedures — SA-29; SA-30
      CTIB 005-5.04-01-02

VII. Inventory Shortages

A. Causes — SA-31; SA-32
   1. Shoplifting — SA-33; SA-34
   2. Internal theft — SA-35; SA-36
   3. Other — SA-37; SA-38

B. Deterrent Techniques	SA-39
1. Surveillance systems	
2. Two-way mirrors	
3. Fitting room control	
4. Magnifying mirrors	
5. Security Personnel	CTIB 005-5.05-01-02
VIII. Operating Risks	
A. Fire	
B. Natural Disasters	
C. In-Store	
1. Equipment	SA-40; SA-41
2. Customer and personnel	SA-42; SA-43
	CTIB 005-5.06-01-02
IX. Handling Accidents	
A. Causes	
B. Prevention	
C. Treatment of Injuries	SA-44; SA-45
	CTIB 005-5.07-01-02
X. Inventory Control System	SA-46; SA-47
A. Inventory Methods	
1. Retail	
2. Cost	
3. FIFO	
4. LIFO	
5. Weighted average	
B. Effects of Controlling Inventory	
1. Downtime	
2. Perpetual inventory	
3. Periodic inventory	SA-48
	CTIB 005-5.08-01-02
XI. Stock Counts	
A. Methods	SA-49
1. Physical inventory	CTIB 005-5.09-01-02
2. Electronic count	
B. Information gathered	
XII. Store Maintenance	
A. Routine Maintenance	
1. Inside store	
2. Outside store	
B. Store Image	
1. Physical image	
2. Physical plant	SA-50; SA-51; SA-52
	CTIB 005-5.10-01-02

XIII. Displays

SA-53; SA-54; SA-55; SA-56

A. Fixtures
   1. Human form figures
   2. Adjustable stands
   3. Pedestals and platforms

B. Lighting
   1. Overall lighting
   2. Highlighting

C. Color
   1. Monochromatic color
   2. Analogous color
   3. Complementary color

D. Materials and Props
   1. Window floors
   2. Selections of props
   3. Sources of props

E. Selecting A Theme
   1. Seasonal display
   2. Ensemble display
   3. Unit window display
   4. General display
   5. Institutional display

F. Execution of a Display
   1. Selecting merchandise
   2. Selecting materials and props
   3. Selecting features
   4. Preparation of components

G. Planning the Merchandise Arrangement
   1. Balance
   2. Emphasis
   3. Contrast
   4. Space

CTIB 005-5.11-01-02

H. Types of Displays
   1. Window
   2. Interior
   3. Island
   4. End
   5. Wall
   6. Platform
   7. Shadow box
   8. Point-of-purchase

CTIB 005-5.12-01-02

XIV. Telephone Orders

A. Business Use of the Telephone
   1. Order merchandise
   2. Prospect for new customers
   3. Sell products

SA-57; SA-58; SA-59

4. Follow up sale
5. Build goodwill

B. Telephone Sales Presentation
1. Preplanning the call
2. Making the sales presentation
3. Steps of telephone sales presentation

CTIB 005-5.13-01-02

STUDENT ACTIVITIES
SALES SUPPORTING ACTIVITIES

In ***Selling*** (PR-1) read pages 253-262. Answer questions 4, 5, 6, and 7.	SA-1
In ***Selling Sales Training Manual*** (PR-2), complete Activity A and B, page 73.	SA-2
Using a local sales tax chart, assign students several problems of your choice.	SA-3
In ***Jeffrey's*** (PR-3) complete Mini-Simulation 1, Incident 16.	SA-4
In ***Selling*** (PR-1) read pages 262-270.	SA-5
In ***Selling*** (PR-1) read pages 271-274..	SA-6
In ***Selling Sales Training Manual*** (PR-2), complete Activity C on page 74.	SA-7
In ***Selling*** (PR-1) read page 274 and answer Sales Activity G on page 288.	SA-8
In ***Selling Sales Training Manual*** (PR-2), complete Activity D on page 75.	SA-9
In ***Selling*** (PR-1) read pages 289-296 and answer questions 1-6 on page 310.	SA-10
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 1, Incident 13.	SA-11
Have students identify parts of cash register either manually or from a chart.	SA-12
In ***Selling*** (PR-1) read pages 296-298.	SA-13
In ***Selling*** (PR-1), complete Sales Activity A on page 311.	SA-14
In ***Selling*** (PR-1) read pages 301-303.	SA-15
In ***Selling*** (PR-1), complete Sales Activity B on page 311.	SA-16
In ***Selling*** (PR-1) read pages 304-307.	SA-17
In ***Selling*** (PR-1), complete Sales Activity C on pages 311-312.	SA-18
In ***Selling Sales Training Manual*** (PR-2), complete Activity B on page 82.	SA-19
In ***Selling Sales Training Manual*** (PR-2), complete Activity C on page 82.	SA-20
In ***Selling*** (PR-1) read pages 308-309. Answer Activity D on page 312.	SA-21

In ***Selling Sales Training Manual*** (PR-2), complete Activity D on page 83.	SA-22
In ***Selling Sales Training Manual*** (PR-2), complete Activity E on page 84.	SA-23
In ***Jeffrey's*** (PR-3), complete Incident 14 on pages 37-44.	SA-24
In ***Jeffrey's*** (PR-3), complete Incident 16 on pages 48-56.	SA-25
Using a credit card imprinter, have each student complete a credit card charge.	SA-26
In ***Selling*** (PR-1) read pages 327-330. Answer questions 18-19 on page 336.	SA-27
In ***Selling Sales Training Manual*** (PR-2), complete Activities A and B on page 87.	SA-28
Obtain a lost and stolen credit card pamphlet. Review procedures with students on how to check credit cards.	SA-29
Obtain an authorization machine. Review with students how to key in credit and amount and what to do if card is declined.	SA-30
In ***Selling*** (PR-1) read pages 313-321. Answer questions 1-11 on page 336.	SA-31
In ***Selling*** (PR-1), complete Sales Activity B and C on pages 336-337.	SA-32
In ***Selling Sales Training Manual*** (PR-2) have pairs of students complete Activity E on page 88.	SA-33
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 7, Incidents 1 and 2.	SA-34
In ***Selling*** (PR-1) read pages 321-327. Answer questions 12-16 on page 336.	SA-35
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 7, Incidents 2 and 4, pages 186-189.	SA-36
Arrange from someone from the police department to speak with classes on shoplifting/ counterfeiting/bad checks.	SA-37
In ***Retailing*** (PR-4) read pages 208-227. Complete questions 1-20 on page 228.	SA-38
In ***Retailing*** (PR-4), complete Case Study 1 and 2 on page 229.	SA-39
In ***Marketing Practices and Principles*** (PR-5), read pages 387-393. Answer questions 1-10 on page 394.	SA-40
In ***Marketing Practices and Principles*** (PR-5), complete Activity 2 on page 394.	SA-41
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 7, Incident 5.	SA-42

In ***Jeffrey's*** (PR-3), complete Mini-Simulation 7, Incident 6, page 193.	SA-43
In ***Marketing, An Introduction*** (PR-6) read pages 336-338. Complete Solving People Problems, pages 343-344.	SA-44
Secure a representative of the Red Cross or paramedics to speak to your class on how to handle accident victims.	SA-45
In ***Retailing*** (PR-4) read pages 406-417. Answer questions 4-12 and 17-21, pages 418-419.	SA-46
In ***Retailing*** (PR-4), complete Case Problem 2 on page 420.	SA-47
In ***Marketing, An Introduction*** (PR-6) read pages 334-335.	SA-48
Arrange for your class or DECA chapter to help with a store inventory or if that is not feasible, arrange an exercise where each class takes inventory of a school store or store room in school, such as a janitor closet.	SA-49
In ***Selling*** (PR-1) read pages 53-57.	SA-50
Write a 200 word essay comparing and contrasting two stores with similar merchandise lines but with two different images.	SA-51
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 1, Incident 11, pages 32-34.	SA-52
In ***Retailing*** (PR-4) read pages 319-344. Answer questions 1-20, pages 347-348.	SA-53
In ***Retailing*** (PR-4), complete Case Problems 1 and 2 on pages 348-349.	SA-54
In ***Selling Sales Training Manual*** (PR-2), complete Exercise C on pages 92-93	SA-55
Assign students to build a specified type of display using merchandise that they select.	SA-56
In ***Selling*** (PR-1) read pages 352-367. Answer questions 1-16, page 368.	SA-57
In ***Selling Sales Training Manual*** (PR-2), complete Activity I, pages 98-100.	SA-58
In ***Jeffrey's*** (PR-3), complete Mini-Simulation 2, Incident 12.	SA-59

EVALUATION MEASURES

SALES SUPPORTING ACTIVITIES

COMPETENCY GOAL 5: The learner will be able to understand basic sales supporting activities.

COMPETENCY OBJECTIVE 5.01: Identify different types of sales forms and transactions.

TEST ITEM 005-5.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Decide if each statement is true or false. Write true or false in the blank to the left of each statement.

_____1. Customers should always be given a sales receipt.

_____2. All businesses use the same type of sales forms.

_____3. All customers have to sign all sales forms.

_____4. Cash sales are the simplist transactions to record.

_____5. Ring all charge credits on the cash register as received on account.

TEST ITEM 005-5.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Decide if each statement is true or false. Write true or false in the blank to the left of each statement.

_____1. Most businesses require the customer's signature when merchandise is charged.

_____2. It is the manager's responsibility to fill out the required information on each sales form.

_____3. Preparing sales forms correctly is not as important as making a sale.

_____4. COD stands for Cash on Delivery or Collect on Delivery.

_____5. A discount is usually a percentage that is subtracted from the total price of the sale.

COMPETENCY OBJECTIVE 5.02: Demonstrate/explain how to operate cash register/P.O.S. terminal.

TEST ITEM 005-5.02-01

INSTRUCTIONS TO STUDENTS: Using a cash register, ring up the following problems and submit the register tape. Or, compute the answers and record them in the space provided.

1.	$.46	2.$10.48	3. $8.42	4. $9.31
	1.52	9.36	1.59	4.82
	.33	15.63	3.12	.98
	4.06	1.06	4.44	12.44
	Total_____	Total_____	Total_____	Total_____
	Rec'd $10.00	Rec'd$40.75	Rec'd$18.60	Rec'd$40.00
	Change _____	Change _____	Change _____	Change _____

TEST ITEM 005-5.02-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Decide if each statement is true or false. Write true or false in the blank to the left of each statement.

_____1. All cash registers are computer terminals.

_____2. All cash registers have amount received and change due keys.

_____3. Save time by "bunching" several sales on the cash register.

_____4. Always close cash register drawer after every transaction.

_____5. Never lend or borrow money from the cash register.

COMPETENCY OBJECTIVE 5.03: Explain how to use the various methods of customer payment.

TEST ITEM 005-5.03-01

INSTRUCTIONS TO STUDENTS: Read the following situation and record your answers in the spaces below.

While counting change to a customer, you suddenly discovered that you had not counted the change correctly. You thought you had taken enough money out of the cash drawer, but you weren't sure. Explain what you should do.

1.

2.

3.

4.

5.

TEST ITEM 005-5.03-02

INSTRUCTIONS TO STUDENTS: Complete a sales check based on the following information:

1 dress @ 120.00
1 pair earrings @ 45.00
2 pair hose @ 5.95
1 pair shoes @ 79.95

Charge to: Ms. DECA Smith, 619 Gilmer Blvd., Decaville, NC 27000. Account # 001-002-3456.

COMPETENCY OBJECTIVE 5.04: Describe how to inspect for counterfeit/fraudulent payments.

TEST ITEM 005-5.04-01

INSTRUCTIONS TO STUDENTS: Describe the steps you would follow in comparing a genuine bill with one you consider counterfeit. Record your answer in the spaces below.

1.

2.

3.

4.

5.

TEST ITEM 005-5.04-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. The border margins are always even on a genuine bill.

_____2. The most frequently passed counterfeit money is the five dollar bill.

_____3. Abraham Lincoln is on the face of a one dollar bill.

_____4. The clarity and sharpness of a bill is not important when determining counterfeit money.

_____5. There is a reward offered for catching a person with a stolen credit card.

COMPETENCY OBJECTIVE 5.05: Identify routine security procedures.

TEST ITEM 005-5.05-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. If a shoplifter doesn't want to be detained, promise not to prosecute.

_____2. The greatest cause of shoplifting is neglected customers.

_____3. Change bluffers always avoid causing a disturbance in front of other customers.

_____4. Store losses occur because other employees do their jobs carelessly.

_____5. Theft of money and merchandise is limited to dishonest employees.

TEST ITEM 005-5.05-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. Many business people feel that shoplifting doesn't occur in their store.

_____2. When you see someone shoplift, remain calm and don't panic.

_____3. If a person has the opportunity to pay for something and doesn't, that person may be guilty of shoplifting.

_____4. The keys to preventing thefts are alert and courteous salespeople.

_____5. There are fewer amateur shoplifters than professional shoplifters.

COMPETENCY OBJECTIVE 5.06: Explain how to use safety precautions.

TEST ITEM 005-5.06-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. If you spill water on the floor, you should immediately put up "caution" stands.

_____2. A shopping mall is legally bound to remove snow from its parking lot.

_____3. Warning labels on merchandise should be easily read and well-organized.

_____4. Product demonstrations which can endanger the employee or customer should never be done.

_____5. "Due care" and "under normal use" are two terms used legally in product safety.

TEST ITEM 005-5.06-02

INSTRUCTIONS TO STUDENTS: Answer the following questions about OSHA.

1. What is OSHA and what does it do?
2. Why did the government create OSHA?
3. What are the advantages of OSHA?
4. What are the disadvantages of OSHA?
5. What three laws have been regulated as a result of the creation of OSHA?

COMPETENCY OBJECTIVE 5.07: Explain procedures for handling accidents.

TEST ITEM 005-5.07-01

INSTRUCTIONS TO STUDENTS: Read the following case study and determine the overall best decision. Record the number of that statement in the blank provided.

You have just sold a pair of tennis shoes to Mrs. Walker. You complete the sale and offer to sell her a pair of socks. She explains she is in a hurry and leaves your area. You hear falling metal and breaking glass and rush to discover Mrs. Walker unconscious and bleeding on the floor. What do you do?

1. Pick up Mrs. Walker and try to revive her yourself.
2. Call an ambulance.
3. Wait until she regains consciousness and allow her to leave.
4. Get a co-worker to get the manager and keep Mrs. Walker still.
5. Offer for the store to pay the bills.

Best decision is Number _____.

TEST ITEM 005-5.07-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. In case of a fire, leave the area at once.

_____2. In case of a customer accident, keep the customer still until manager arrives.

_____3. In case of an accident, follow store procedure always.

_____4. Don't ever try to treat a customer injury yourself.

_____5. All stores should train employees in basic first aid.

COMPETENCY OBJECTIVE 5.08: Describe the nature of inventory control systems.

TEST ITEM 005-5.08-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. Inventory control includes keeping merchandise neat, clean and orderly.

_____2. Marking merchandise is part of inventory control.

_____3. Reordering merchandise is not usually handled by the salesclerk.

_____4. An excellent way of inventory control is by computer.

_____5. Two inventory control systems are FIFO and LIDO.

TEST ITEM 005-5.08-02

INSTRUCTIONS TO STUDENTS: Answer the following short answer questions.

1. What are three reasons for acceptance of retail inventory systems?
   a.
   b.
   c.
2. What are three disadvantages of retail inventory systems?
   a.
   b.
   c.
3. What is FIFO?
4. What is LIFO?
5. What is weighted average?

COMPETENCY OBJECTIVE 5.09: Explain how to organize a stock count.

TEST ITEM 005-5.09-01

INSTRUCTIONS TO STUDENTS: Read each of the following multiple choice statements and select the best answer. Record the letter of your choice in the blank to the left of each statement.

_____1. A physical inventory is performed by:
   a. Electronic cash registers
   b. Physical inventory counts
   c. Accounting firms
   d. Suppliers of the merchandise

_____2. A physical inventory will not provide information about:
   a. The amount of the store's profit or loss
   b. What merchandise to reorder
   c. Which products have been selling well
   d. Why customers are not buying a certain product

_____3. The purpose of a physical inventory is to:
   a. Determine cost of goods sold
   b. Find out what merchandise is needed
   c. Gain product knowledge
   d. Become better employees

_____4. A physical inventory has been made easier by:
   a. Better educated employees
   b. VPC
   c. Computers
   d. Light wand readers

_____5. A physical inventory should be taken
   a. Annually
   b. Semi-annually
   c. Monthly
   d. Whenever management needs information about inventory

TEST ITEM 005-5.09-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. Stock counts should be plus or minus 5% accurate.

_____2. A stock count must be done in the absence of customers.

_____3. The reason for an inventory sale is to make the stock count quicker.

_____4. The beauty of the computer is to make inventory easier.

_____5. The purpose of inventory is to determine merchandise on hand.

COMPETENCY OBJECTIVE 5.10: Describe functions of store maintenance.

TEST ITEM 005-5.10-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. Store maintenance includes keeping stock neat, orderly, and straight.

_____2. The physical appearance of a store does not matter to the average customer.

_____3. Keeping your sales area clean should not be a salesperson's duty.

_____4. A broken piece of equipment could cause store liability should an employee or customer be impaired.

_____5. Store maintenance includes cleanliness inside and outside the store.

TEST ITEM 005-5.10-02

INSTRUCTIONS TO STUDENTS: List at least five suggestions for store maintenance.

a.

b.

c.

d.

e.

COMPETENCY OBJECTIVE 5.11: Describe how to assemble, maintain, and dismantle a display.

TEST ITEM 005-5.11-01

INSTRUCTIONS TO STUDENTS: Select and complete one of the following tasks.

Using a jacket, jeans, sweater, boots, skis, poles, goggles, and gloves:

1. Dress a mannequin.
2. Create a "Winter Wonderland" display.

TEST ITEM 005-5.11-02

INSTRUCTIONS TO STUDENTS: Select and complete one of the following tasks.

Using selected merchandise create a

1. Point-of-purchase display
2. Seasonal display
3. Theme display

COMPETENCY OBJECTIVE 5.12: Recognize common types of displays.

TEST ITEM 005-5.12-01

INSTRUCTIONS TO STUDENTS: Identify the following types of displays by giving a brief description of each.

1. Island display
2. End display
3. Wall display
4. Platform display
5. Shadow box display

TEST ITEM 005-5.12-02

INSTRUCTIONS TO STUDENTS: Read each of the following descriptions of displays and determine which type of display best matches the description. Place the letter of your choice in the blank to the left.

_____1.	Helps prevent theft or breakage	a. Closed display
_____2.	Occupies space which would otherwise be wasted	b. Model display
_____3.	Customer may examine the merchandise	c. Open display
_____4.	A stand of magazines at the register is an example	d. Point-of-purchase display
_____5.	Shows merchandise as it would actually be used	e. Wall display

COMPETENCY OBJECTIVE 5.13: Explain how to process telephone orders.

TEST ITEM 005-5.13-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. The telephone can be used to seek new customers.

_____2. The telephone offers some advantages over person-to-person selling.

_____3. Many businesses are increasing their use of the telephone for selling.

_____4. Telephone selling is usually considered more difficult than personal selling.

_____5. Picture phrases help customers "see" over the phone.

TEST ITEM 005-5.13-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. The opening statement and establishing rapport are the first two steps of a telephone sale.

_____2. Canned sales talks are the best methods of making a telephone sales talk.

_____3. Businesses do not use telephones to demonstrate how products work.

_____4. A salesperson can best help the customer see the product by developing and using a sales vocabulary.

_____5. The opening statement in a telephone sales presentation is to give a feature-benefit statement.

KEY TO TEST ITEMS

SALES SUPPORTING ACTIVITIES

TEST ITEM 005-5.01-01
1. True
2. False
3. False
4. True
5. True

TEST ITEM 005-5.01-02
1. False
2. False
3. False
4. True
5. False

TEST ITEM 005-5.02-01
1. $6.37; $3.63
2. $26.53; $14.22
3. $17.57;$1.03
4. $27.55; $13.45

TEST ITEM 005.5.02-02
1. False
2. False
3. False
4. True
5. True

TEST ITEM 005-5.03-01
1. Take change from customer
2. Recheck sales transaction
3. Explain situation
4. Take payment again
5. Recount change

TEST ITEM 005-5.03-02
The total of the sale is $269.69

TEST ITEM 005-5.04-01
1. Color
2. Feel
3. Features
4. Paper
5. Texture

TEST ITEM 005-5.04-02
1. True
2. False
3. False
4. False
5. True

TEST ITEM 005-5.05-01
1. False
2. True
3. False
4. True
5. False

TEST ITEM 005-5.05-02
1. False
2. True
3. True
4. True
5. False

TEST ITEM 005-5.06-01
1. True
2. False
3. True
4. True
5. True

TEST ITEM 005-5.06-02
1. Sets safety and health standards in the workplace
2. To regulate safety in the workplace
3. Keeps work areas safe
4. Government control too strict
5. Child Labor Law
   EPA
   Handicap laws

TEST ITEM 005-5.07-01
1. True
2. True
3. False
4. True
5. True

TEST ITEM 005-5.07-02
Number 4; may also need to do #2.

TEST ITEM 005-5.08-01
1. True
2. True
3. True
4. True
5. False

TEST ITEM 005-5.08-02
1. Control of inventory
   Keep track of store records
   Keep track of cost of goods sold
2. Can be misused
   Too complex
   Will not tell reason for shortage
3. First in/first out

4. Last in/first out
5. Keeps track of inventory by averaging cost of goods sold against average inventory

TEST ITEM 005-5.09-01

1. b
2. d
3. a
4. d
5. d

TEST ITEM 005-5.09-02

1. True
2. False
3. True
4. True
5. True

TEST ITEM 005-5.10-01

1. True
2. False
3. False
4. True
5. True

TEST ITEM 005-5.10-02

1. Keep all equipment working
2. Keep aisles clear
3. Keep store clean
4. Keep areas well lighted
5. Keep dangerous areas marked and/or restricted

TEST ITEM 005-5.11-01

To be evaluated by teacher

TEST ITEM 005-5.11-02

To be evaluated by teacher

TEST ITEM 005-5.12-01

1. A display used in the center of the floor
2. A display used at end of aisles for merchandise
3. A display of items on a wall
4. A display built-up from the floor
5. A display used to show merchandise in a frame within a wall

TEST ITEM 005-5.13-01

1. True
2. True
3. True
4. True
5. True

TEST ITEM 005-5.13-02

1. True
2. False
3. False
4. True
5. False

REFERENCES

SALES SUPPORTING ACTIVITIES

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COMPETENCIES
CAREER PLANNING

COMPETENCY GOAL 6: The learner will identify goals and develop a plan of action to achieve these goals.

COMPETENCY OBJECTIVES:

6.01 Analyze the concept of self-understanding.

6.02 Develop personal goals.

6.03 Identify selling careers.

6.04 Prepare for and complete a job interview.

CONTENT/TEACHING OUTLINE

CAREER PLANNING

I.	Self Understanding	SA-1
	A. Examine Yourself	
	1. Who are you?	SA-2
	2. Take credit for yourself.	SA-3
	3. Examine others.	SA-4
	4. How can you improve?	SA-5
	5. What is in your future?	SA-6
	B. Self Understanding	SA-7
	1. Needs	
	2. Wants	
	C. Hierarchy of Needs	SA-8
	1. Physical	
	2. Safety	
	3. Social	
	4. Self-esteem	
	5. Self-fulfillment	CTIB006-6.01-01-03
II.	Personal Goals	SA-9, SA-10, SA-11
	A. Definition of Goals	SA-12
	B. Types	
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	2. Short-term goals	SA-14
	C. Purpose of Goals	
	1. Provide you with purpose and direction	
	2. Guide your behavior	
	3. Guide your decision-making	
	4. Improve your planning	
	5. Help you get organized	
	6. Identifies need for change	
	7. Increases your chances for success	
	D. Guidelines for Setting Goals	
	1. Consider available resources	
	2. Consider time required	
	3. Make your goal personal	
	4. Make your goal positive	
	5. Be ambitious but realistic	
	6. Make your goal specific	
	7. Write your goal down	CTIB 006-6.02-01-03

III. Sales as a Career	SA-15
A. Advantages	SA-16, SA-17
1. Steady employment	
2. Stimulating work	
3. Travel	
4. Salary	
5. Sense of achievement	
6. Possibilities of advancement	
B. Disadvantages	
1. Long hours	
2. Work during holidays	
3. Travel	
4. Salary	
C. Fields of Selling	SA-18
1. Industrial	
2. Wholesale	
3. Retail	
D. Opportunities in Selling	SA-19, SA-20
1. Direct-to-the-home salesperson	
2. Retail salesperson	
3. Route salesperson	
4. Service salesperson	
5. Wholesale salesperson	
6. Manufacturer salesperson	
7. Industrial salesperson	CTIB 006-6.03-01-02
IV. Job Interview	SA-21
A. Job Information Sources	SA-22, SA-23
1. Sate employment agencies	
2. Private employment agencies	
3. Word of mouth	
4. School placement	
5. Knock on doors	
6. Letter of application	
7. Newspaper	SA-24
B. Resume	SA-25, SA-26
1. Purpose	
a. To stimulate the employer's interest	
b. To obtain an interview with the employer	
c. To save time in the interview process	
2. Resumes should include	SA-27
a. Career objective	SA-28
b. Education	
c. Work experience	
d. Social skills	
e. References	
f. Activities and interests	
g. Personal data (optional)	

3. Resume Guidelines
   a. Keep to one page, if possible
   b. Keep error free
   c. List work experience in reverse chronological order
   d. List education in reverse chronological order
   e. Place emphasis on duties most closely related to the job for which you are applying
   f. Do not use slang
   g. Use present tense in describing current job, past tense in other descriptions
   h. Get permission to use names as references
   i. Make it neat and eye appealing
   j. Be honest
   k. Always have resume typed
   l. Proofread carefully
   m. Keep all information positive

C. Letter of application — SA-29
   1. Purpose of letter of application — SA-30
      a. Serves as a cover letter when mailing resume
      b. May be sent in response to a company request
      c. Often used to answer want ads
      d. Useful in seeking out-of-town employment
   2. Letter of application should include — SA-31, SA-32, SA-33
      a. First paragraph
      b. Middle paragraph
      c. Last paragraph
   3. Letter of application guidelines
      a. Type letter neatly and accurately using sized, bond paper
      b. Use appropriate address, salutation, and letter style
      c. Address letter to specific person
      d. Be brief, clear and businesslike
      e. Keep letter to one page
      f. Send original and maintain a copy

D. Application — SA-34
   1. Purpose — SA-35
      a. Serves as a basis for hiring or not hiring employees
      b. Indicates applicant's abilities
      c. Reveals your character
      d. Determines how well an individual can follow directions, understands questions and organizes answers
      e. Indicates neatness, thoroughness, spelling and writing abilities
   2. Application guidelines — SA-36, SA-37
      a. Be prepared! Have a pen, social security number, resume, name, dates, address, and phone numbers
      b. Read the entire form thoroughly before answering any question
      c. Complete all blanks, write n/a or draw a line if an item does not apply to you
      d. Provide honest, complete, and accurate information
      e. Be neat
      f. Spell correctly and write out words completely

g. Print legibly with blue or black ink or use a typewriter	
h. Sign properly, if requested	
i. Review form completely	
E. The Interview	SA-38
1. Phases of an interview	SA-39
a. Introduction	SA-40
b. Questions about your and your qualifications	SA-41
c. Questions from you about the position and the company	
d. Closing	
2. Interview guidelines	
a. Be knowledgeable of the prospective employing company	
b. Arrive about 10 minutes early	
c. Go alone	
d. Be well groomed and dress appropriately	
e. Maintain good eye contact	
f. Use good posture	
g. Be honest	
h. Be enthusiastic!	
i. Use correct English	
j. Recognize when the interview is over	SA-42, SA-43
3. The follow-up	SA-44, SA-45
a. Write a follow-up letter	
b. Telephone call	
c. Visit	CTIB 006-6.04-01-03

STUDENT ACTIVITIES
CAREER PLANNING

Have students complete activity on page F-10.	SA-1
Have students complete activity on page F-11.	SA-2
Have students complete activity on page F-12.	SA-3
Have students complete activity on page F-13.	SA-4
Have students complete activity on page F-14.	SA-5
Have students complete activity on page F-15.	SA-6
In PR-7 have students complete ***Human Relations LAP #2***.	SA-7
Have students complete activity on page F-16.	SA-8
Have students listen to "Goals" by Zig Ziglar (AV-1).	SA-9
In PR-7 have students complete ***Human Relations LAP #6***.	SA-10
In PR-7 have students complete ***Human Relations LAP #7***.	SA-11
In ***Succeeding in the World of Work*** (PR-5), have students read pages 58-60 & 65-66.	SA-12
The purpose of this activity is for the students to set a goal, see if they can achieve the goal, and determine what can be done to increase their chances for success in the future.	SA-13

Use the following procedure in this activity:

1. Separate the class into two groups.
2. In Group A, each student is give 75 sugar cubes and in Group B, each student is given 75 pennies.
3. Students are to write their goal of how many they can stack.
4. Students are given 60 seconds to stack as many sugar cubes or pennies as possible.
5. Record actual performance.
6. Note difference between goal and performance.
7. Ask students:
   * Who met their goal?
   * If you didn't meet your goal, were you being realistic?
   * How can you plan to reach your goal in the future?
8. Have the teams switch pennies and sugar cubes and repeat procedure.

Have students develop a Personal Plan of Action following instructions on page F-17.	SA-14
In ***Selling Principles and Practices*** (PR-3), read pages 16-31 & 33-46. Have students take "Should I become a Salesworker?" test on pages 45-56.	SA-15
Invite a salesperson from a local department store or a sales representative to speak to your class concerning the advantages and disadvantages of a selling career.	SA-16
In ***Selling Helping Customers Buy*** (PR-1) read pages 383-400. Have students complete Sales Activity A and B on page 401.	SA-17
In ***Student Activity Guide for Selling Principles and Practices*** (PR-4), complete Sales Problems 1 & 2 on page 6.	SA-18
Have students complete activity on page F-18.	SA-19
Have students interview a salesperson in the field of their choice. They should report their findings to the class including the advantages and disadvantages.	SA-20
Have students watch "Working" (AV-2).	SA-21
In ***Selling Helping Customers Buy*** (PR-1), read pages 406-407.	SA-22
In ***Succeeding in the World of Work*** (PR-5), read pages 70-73.	SA-23
Have students complete activity on pages F-19 & F-20.	SA-24
In ***Selling Helping Customers Buy*** (PR-1), read pages 408-411.	SA-25
In ***Succeeding in the World of Work*** (PR-5), read pages 82-83.	SA-26
Have students complete activity on pages F-21 & F-22.	SA-27
Have students cut out a want ad for a sales position. Each student should develop a resume for the sales position in the want ad.	SA-28
In ***Selling Helping Customers Buy*** (PR-1), read pages 412-416.	SA-29
In ***Succeeding in the World of Work*** (PR-5), read pages 77-81.	SA-30
In ***Sales Training Manual Selling Helping Customers Buy*** (PR-2) write a letter of application in activity A on page 117.	SA-31
In ***Succeeding in the World of Work Student Activity Guide*** (PR-6), complete writing letters of application activity.	SA-32

Have students write a letter of application to accompany the resume developed in SA-27. SA-33

In ***Selling Helping Customers Buy*** (PR-1), read page 414. SA-34

In ***Succeeding in the World of Work*** (PR-5), read pages 76-79. SA-35

In ***Sales Training Manual Selling Helping Customers Buy*** (PR-2), complete the application on pages 119-120. SA-36

Collect applications from several area businesses. Have students complete them in class and discuss the differences in applications. Discuss what information is most important to each of the different employers. (PR-8 is an excellent source of applications). SA-37

Have students watch "The Employment Interview for High School Students" (AV-3). SA-38

In ***Selling Helping Customers Buy*** (PR-1), read pages 417-422. SA-39

In ***Succeeding in the World of Work*** (PR-5), read pages 82-88. SA-40

Have students complete activity on page F-23. SA-41

In ***Succeeding in the World of Work Student Activity Guide*** (PR-6), complete Using Standard English on pages 87-88. SA-42

Have students conduct a job interview for a sales position. Put students in teams of two with one as the interviewer and the other as the interviewee. This activity works best when you give the students some time to practice and the following facts: SA-43

1. Position they are interviewing for.
2. Interviewer's name.
3. Company name.
4. Student's previous experience.
5. Company background.

In ***Selling Helping Customers Buy*** (PR-1), read pages 422-425. SA-44

Prepare a follow-up letter concerning the interview conducted in SA-43. SA-45

ARE YOU A WINNER?

Place the number of your choice before each question.

0 None of the time
1 Some of the time
2 Most of the time
3 All of the time

_____1. Am I optimistic about all aspects of my life?
_____2. Do I have dominant fears?
_____3. Do I look at problems as potential opportunities?
_____4. Do I praise more than criticize?
_____5. Do I focus on the rewards of success more than the penalties of failure?
_____6. Do I still hold great dreams for my future?
_____7. Is my self-image a goal achieving mechanism?
_____8. Do I fantasize and imagine my monthly and yearly coming attractions?
_____9. Do I have a lifetime goal?
_____10. Do I think about my goals everyday?
_____11. I have clearly defined goals for each week, month, and year?
_____12. Am I basically a lucky person?
_____13. Are my choices in life unlimited?
_____14. Do I control what happens to me?
_____15. Do I complete the projects I begin?
_____16. Do I have a habit of rehearsing in my imagination?
_____17. Do I daydream over and over about my success in a given field?
_____18. Are my habits easily changed?
_____19. Is there anyone I would like to trade places with?
_____20. Am I a humble person?
_____21. Is it easy for me to accept compliments and praise from others?
_____22. Do I spend time generously sharing with my family?
_____23. Do I "Do unto others as I would have them do unto me?"
_____24. Do I think the future is brighter than the past?
_____25. Do I resist change?
_____26. Would I like to be married to me?
_____27. Would I like a parent like me?
_____28. Am I an active listener who asks many questions and asks for examples?
_____29. When I talk, do I give several examples and ask for feedback?
_____30. Do people feel their best when they are in my presence?
_____31. Do I project my best self at all times?
_____32. Do I listen more than I talk?
_____33. Do I look to each day as a good day?

_____ TOTAL WINNER SCORE

WHO AM I?

Complete the following questionnaire to get a good perception of yourself.

1. Name _____

2. Birthdate _____ Age _____

3. Address _____

_____

4. Phone _____

5. List ten words that best describe you.

_____

6. List ten words that best describe your family

_____

7. How do you spend your free time?

_____

_____

8. Describe your most exciting experience.

_____

_____

9. Describe your place of employment.

_____

_____

TAKE CREDIT FOR YOURSELF

It is easy to remember the bad things or mistakes that we have made rather than focus on the good.

REMEMBER

I had the blues

Because I had no shoes

Until upon the street

I met a man who had no feet. Unknown

For each time period below, write down something at which you were successful.

Age 0-10 _____

_____

_____

Age 11-Present _____

_____

_____

BE PROUD OF YOURSELF!

You have accomplished many things.

Things I am proud that I have done for a friend

_____

Things I am proud that I have done for my family

_____

Things I am proud that I have done while in school

_____

EXAMINE OTHERS

Role models are a part of growing up. Identify in the spaces below four people who possess qualities you admire.

Person #1 _____

Qualities _____

_____

Person #2 _____

_____

_____

Person #3 _____

_____

_____

Person #4 _____

_____

_____

HOW CAN I IMPROVE?

Change is always possible. Ask yourself "How can I improve to be the best that I can be?"

Identify areas in your life you need to improve and your plan to do this:

WHAT DOES THE FUTURE HOLD IN STORE FOR ME?

Answer the following:

Do You plan to continue your education?

If so, where?

In what field?

What is your career goal?

Do you plan to marry?

Have any children?

Where do you plan to live?

Where do you see yourself in 5 years?

Where do you see yourself in 10 years?

MASLOW'S FIVE BASIC HUMAN NEEDS

Listed below in Column I are Maslow's five basic human needs. Match them with the best example of needs in Column II.

Column I	Column II
a. Physical	_____ 1. achievement
b. Safety	_____ 2. seatbelt
c. Social	_____ 3. food
d. Self-esteem	_____ 4. belonging
e. Self-fulfillment	_____ 5. shelter
	_____ 6. insurance
	_____ 7. success
	_____ 8. raise in salary
	_____ 9. water
	_____ 10. fire alarm
	_____ 11. affection
	_____ 12. respect from others
	_____ 13. relationships
	_____ 14. college degree
	_____ 15. recognition
	_____ 16. praise from supervisor
	_____ 17. invitation to party
	_____ 18. open own business
	_____ 19. relationship with co-workers
	_____ 20. promotion to president of company

KEY:
1-d
2-b
3-a
4-c
5-a
6-b
7-e
8-d
9-a
10-b
11-c
12-d
13-c
14-e
15-d
16-d
17-c
18-e
19-c
20-e

GOAL SETTING PROJECT

You are to prepare a "Personal Plan of Action" in notebook form. You may wish to refer to the information sheet contained in ***Human Relations LAP #7***.

The following items must be included in your notebook:

1. An illustration/picture of your goal must be on the cover of your notebook.
2. State your goal. Be specific and state whether it is a long-term or short-term goal.
3. An explanation (about 1 page) of the general background of your goal. These questions must be answered: Why have you selected this particular goal? Why is this goal important to you? How does it rate as a priority in your life?
4. Develop a list of things to do to reach your goal.
5. Develop a list of things to avoid to reach your goal.
6. Include pages on which to record your progress (day, week, month, etc.). Refer to ***Human Relations LAP #7*** for an example of how to set up these sheets.

GRADING CRITERIA FOR GOAL SETTING PROJECT

1.	Did project include illustration/picture?	10 pts.
2.	Was goal stated and was it specific?	10 pts.
3.	Explanation Why selected? Why it is important? How does it rate as a priority?	20 pts.
4.	List of "to do's"	10 pts.
5.	List of things to avoid	10 pts.
6.	Means of recording progress	10 pts.
7.	Will you achieve this goal?	10 pts.
8.	Neatness, quality, and originality	20 pts.
	TOTAL	100 pts.

SELLING CAREERS

Review this list of potential selling careers and answer the questions listed below.

Automobile salesperson
Manufacturer representative
Hotel/Motel manager
Computer salesperson
Clothing salesperson
Advertising salesperson
Door-to-door salesperson
Real estate agent
Industrial materials salesperson
Travel agent
Insurance agent
TV station sales manager
Wholesale jobber
Furniture salesperson
Telephone salesperson
Route salesperson
Office supply salesperson

1. Which of these jobs would you enjoy most? Why?

_____

_____

2. Which of these jobs would you enjoy least? Why?

_____

_____

3. What types of salaries do salespeople in these positions earn?

_____

4. Will these salaries afford you the standard of living you plan to have?

5. Are there any of these selling jobs in the area in which you plan to work?

6. Would you mind a lot of traveling if the position required it?

Want Ads

Read each of the following want ads and answer the questions listed.

AD #1

HARDY'S AT BERNE SQUARE is now accepting applications for a morning cashier. Experience and a good work history is a plus. No phone calls please. Apply 2-5 pm Monday-Thursday.

1. What type of position is this advertisement for?
2. Is experience necessary?
3. How do you apply for this job?

AD #2

THE LEVI STORE MANAGEMENT

Do you want a car?
A competitive salary?
A major medical plan?
A pension?
A quarterly incentive?
Do you want a career?

If your answer to these questions is year, then what you want is "Specials." Specials exclusively Levi Strauss Company is the complete Levi's Only department store for the entire family. Specials is looking for career oriented individuals who want a bright future with a company that offers personal training and promotes from within. For an interview, come in and fill out an application or send your resume to:

Karen Fisher,
Manager
SPECIALS
3200 Wellington Court
Raleigh, NC 27615
(919) 555-0781
EOE

1. What type of position is this advertisement for?
2. What are the benefits?
3. What does EOE mean?
4. How do you apply for this position?

AD #3

PRODUCTION SUPERVISOR (2ND SHIFT) TO $27,000—Fee Paid. Exceptional Opportunity with Nationally respected firm. Requires a 4 year degree (any major) and 2 year's minimal high speed, high volume manufacturing supervisory experience. Plastics production experience ideal. Superior growth visibility and benefits! Immed. Need! 555-5555.TRIANGLE PERSONNEL SERVICE.

1. Who placed this advertisement?
2. What does "fee paid" mean?
3 What type of experience (if any) is needed?
4. When is this position available?

AD #4

MANAGER, Enlisted Club. Specialized training in food and hospitality career field. Experienced in food preparation, procurement, financial management, personnel administration, and patron relations. Salary $19,493 with benefits. Qualified applicants send resumes and pertinent information to Morale, Welfare, and Recreation Director, Personnel Office Building, 198, MCAS, Cherry Point, NC 28533. Post marked no later than 31 January NAF Position. Equal Opportunity Employer.

1. What type of position is this advertisement for?
2. What is patrons relations?
3. When is the last date you can apply for this position?

KEY

AD-1
1. Morning cashier
2. No, but is a plus
3. Apply in person on Monday-Thursday 2:00-5:00 pm

AD-2
1. Store management
2. Car, competitive salary, major medical plan, pension, quarterly incentive, and potential for promotion
3. Equal opportunity employer
4. Apply in person and fill out an application or send a resume to Karen Fisher

AD-3
1. Triangle Personnel Service
2. Company who needs employee will pay employment fee to Triangle Personnel Service
3. Four-year degree (any major) and 2 years minimal high speed volume manufacturing supervisory experience
4. Immediately

AD-4
1. Manager of the Enlisted Club
2. Getting along well with customers
3. January 31

RESUME WORKSHEET

PERSONAL INFORMATION

Name _____ Phone Number (___)_____

Address _____
Street

_____
City State Zip Code

CAREER OBJECTIVE

_____

_____

_____

EDUCATION

_____ _____
Date Name of School City and State

_____
Curriculum/ Course of Study/Degrees

_____
Awards/Activities

_____ _____
Date Name of School City and State

_____
Curriculum/ Course of Study/Degrees

_____
Awards/Activities

WORK EXPERIENCE

Date _____ Name of Company _____ Address _____

Work Responsibilities _____

Supervisor _____

Date _____ Name of Company _____ Address _____

Work Responsibilities _____

Supervisor _____

MEMBERSHIPS

_____

_____

OTHER INTERESTS

_____

_____

SPECIAL SKILLS

_____

_____

REFERENCES

_____

_____

JOB INTERVIEW QUESTIONS

Listed below are 10 of the most common questions asked during a job interview. Answer each question as you would if they were asked during an actual interview. Remember to keep your answers positive!

1. Tell me a little about yourself.

2. Tell me about your family.

3. Are you planning to stay in this area?

4. What are some of your strengths and weaknesses?

5. Why are you interested in working for this company?

6. What do you have to offer this company?

7. Where do you see yourself in five years?

8. What were your responsibilities at your previous positions?

9. Why do you think I should hire you for this position?

10. Why do you want to leave your present position?

EVALUATION MEASURES

CAREER PLANNING

COMPETENCY GOAL 6: The learner will identify goals and develop a plan of action to achieve these goals.

COMPETENCY OBJECTIVE 6.01: Analyze the concept of self-understanding.

TEST ITEM 006-6.01-01

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions listed below:

Mary Beth Jones is currently a full-time student at ABC University majoring in marketing. During high school Mary Beth was involved in DECA and through this experience has a dream to graduate from college and open her own clothing store.

Mary Beth is currently working part-time at Hansen's Department Store in the ladies ready-to-wear department. The ladies' buyer is impressed with her work and has offered her a position as assistant buyer.

Mary Beth is torn. She feels that it is an asset to have a college degree, and it would give her a great sense of accomplishment. She also feels the need to fulfill the dream she has had for many years. On the other hand, this position is an excellent opportunity to gain experience as a buyer, but she would have to quit school as this is a full-time job.

1. What is the problem Mary Beth is facing?

2. What are the advantages and disadvantages to each side of this problem?

3. To be fully satisfied, what should Mary Beth do?

TEST ITEM 006-6.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. In the blank to the left of each statement record the letter which best describes the statement.

_____1. The things people must have in order to lead full and happy lives are
- a. Needs
- b. Plans
- c. Requirements
- d. Motives

_____2. What is the most basic level in Maslow's hierarchy of needs?
- a. Safety
- b. Physical
- c. Self-esteem
- d. Self-fulfillment

_____3. The level associated with needs for belonging, and acceptance is
- a. Physical
- b. Self-esteem
- c. Safety
- d. Social

_____4. Improving your self-understanding helps you improve your ability to
- a. Control your own life
- b. Control other people
- c. Impress other people
- d. Motivate others

_____5. Our lives are constantly in a state of _____.
- a. Depression
- b. Anxiety
- c. Change
- d. Stress

TEST ITEM 006-6.01-03

INSTRUCTIONS TO STUDENTS: List the classifications of Maslow's hierarchy of needs and give and example of each.

COMPETENCY OBJECTIVE 6.02: Develop personal goals.

TEST ITEM 006-6.02-01

INSTRUCTIONS TO STUDENTS: Read each of the following incomplete sentences. Determine which statement is most appropriate to complete the sentence. Record your answer in the blank to the left of each sentence.

_____1. Your goals can be best set by _____.
- a. Your parents
- b. Yourself
- c. Your friends
- d. Your teachers

_____2. Goals should be ambitious, but _____.
- a. Realistic
- b. Conservative
- c. Convenient
- d. Appropriate

_____3. Goals should be stated in _____ terms.
- a. Meaningful
- b. General
- c. Clear
- d. Specific

_____4. Goals which take more than one year are _____.
- a. Subgoals
- b. Short-term goals
- c. Intermediate goals
- d. Long-term goals

_____5. Setting goals can _____ your chances of fulfilling your wants and needs.
- a. Not effect
- b. Decrease
- c. Increase
- d. Have a negative effect on

_____6. A lesser goal must be achieved in order to reach a main goal is called a(n) _____.
- a. Flexible goal
- b. Subgoal
- c. Alternate goal
- d. Motivated goal

TEST ITEM 006-6.02-02

INSTRUCTIONS TO STUDENTS: Choose a goal you feel is personally important and answer the following:

1. Describe your goal.

2. What type of goal is it?

3. Why is it important to you?

4. What are you going to do to reach this goal?

5. Will you be successful?

6. How will you feel once you have completed this goal?

COMPETENCY OBJECTIVE 6.03: Identify selling careers.

TEST ITEM 006-6.03-01

INSTRUCTIONS TO STUDENTS: Match the definitions in Column A with the terms in Column B. Record your answers in the blanks to the left of Column A.

Column A	Column B
_____1. Selling raw materials and parts to produce products, equipment, and machinery.	a. Retail salesperson
_____2. Selling products in small quantities to individual customers for their personal use.	b. Route salesperson
_____3. Selling products that they also deliver.	c. Manufacturer salesperson
_____4. Selling of intangibles such as insurance, real estate or stocks.	d. Wholesale salesperson
_____5. Selling products to retailers and industrial users who are not the final customer for the product.	e. Service salesperson
_____6. Selling directly to wholesalers, retailers, and individual customers.	f. Industrial salesperson
	g. Direct-to-the-home salesperson

TEST ITEM 006-6.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each is true or false. Record the correct response (true or false) in the space provided.

_____1. About 12 percent of our total work force is currently employed in sales occupations.

_____2. Salespeople are seldom promoted to supervisory and management positions.

_____3. There are more job opportunities in manufacturer's selling than there is in retail selling.

_____4. Wholesalers are the middlemen who sell to retailers, manufacturers, individual customers or other wholesalers.

_____5. A major benefit of many selling jobs is the possibility of high salaries.

_____6. There is a shortage of high quality salespeople in the United States.

_____7. Service selling involves the selling of tangible products.

_____8. Selling jobs in the United States are decreasing in number each year.

COMPETENCY OBJECTIVE 6.04: Prepare for and complete a job interview.

TEST ITEM 006-6.04-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. When stating work experience on a resume, one should list his/her first job first.

_____2. Often you can put things in a resume that there is not room for on an application.

_____3. It is not necessary to put your telephone number or your address on your resume as it is on your letter of application.

_____4. As soon as you receive an application, you should immediately begin to fill it out.

_____5. The first paragraph in your letter of application should state the purpose of the letter.

_____6. A high school student should include elementary education on his/her resume.

_____7. A resume should be at least two or three pages long. The longer it is the more impressive it is!

_____8. If the application asks for your job preference, it is a good idea to write "anything."

_____9. A resume is an advertisement for you!

_____10. An application gives the employer the opportunity to review your neatness and writing ability.

TEST ITEM 006-6.04-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is true or false. Record the correct response (true or false) in the space provided.

_____1. While waiting for the interview it is best to relax in th waiting area. Take a few deep breaths, talk to someone, comb your hair or read a magazine.

_____2. The only way to follow-up an interview is with a telephone call.

_____3. The way you dress can make or break your chances for the job.

_____4. During your interview it is best to stress your prior experience and any classes you have taken that will show you have the necessary skills to fill the position.

_____5. When going to an interview it is best to bring a friend for support.

TEST ITEM 006-6.04-03

INSTRUCTIONS TO STUDENTS: Read the following situation and list four GOOD questions that you could ask the interviewer to show that you are the person for the job.

You are interviewing for a position as store manager at Record Tracks in the mall. Your research has told you that the company owns 450 stores across the country and is known for promoting from within. Record Tracks offers excellent benefits (life insurance, two weeks paid vacation, profit sharing, and a yearly bonus for store managers). You really want to show your interest in this company and impress the interviewer with your questions.

KEY TO TEST ITEMS

CAREER PLANNING

TEST ITEM 006-6.01-01

1. Mary has to decide whether to take the buying position she has been offered or follow her dream of a college degree and owning her own store.

2. Advantages of Buying Position:
   *A start in the retail business
   *Training that she could later use if she decided to open her own business.

   Disadvantages of Buying Position:
   *Give up college
   *Give up dream (at least for now) of owning her own business

   Advantages of College:
   *Fulfill her dream of college
   *Always have security of college education
   *Learn valuable information in college to help with her business
   *Sense of accomplishment

   Disadvantages of College:
   *Give up excellent career opportunity

3. Stay in college and eventually open her own business.

TEST ITEM 006-6.01-02

1. a
2. b
3. d
4. a
5. c

TEST ITEM 006-6.01-03

Physical	Food
Safety	Smoke Alarm
Social	Friends
Self-esteem	Praise from supervisors
Self-Fulfillment	College degree

TEST ITEM 006-6.02-01

1. b
2. a
3. d
4. d
5. c
6. b

TEST ITEM 006-6.02-02

Answers will vary

TEST ITEM 006-6.03-01

1. b
2. c
3. g
4. e
5. d
6. a
7. f

TEST ITEM 006-6.03-02

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. False

TEST ITEM 006-6.04-01

1. False
2. True
3. False
4. False
5. True
6. False
7. False
8. False
9. True
10. True

TEST ITEM 006-6.04-02

1. False
2. False
3. True
4. True
5. False

TEST ITEM 006-6.04-03

Answers will vary

a. What benefits does your company offer?
b. Where are your 450 stores located?
c. Is there room in this company for advancement?
d. Do you have a training program?
e. Is travel involved?

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